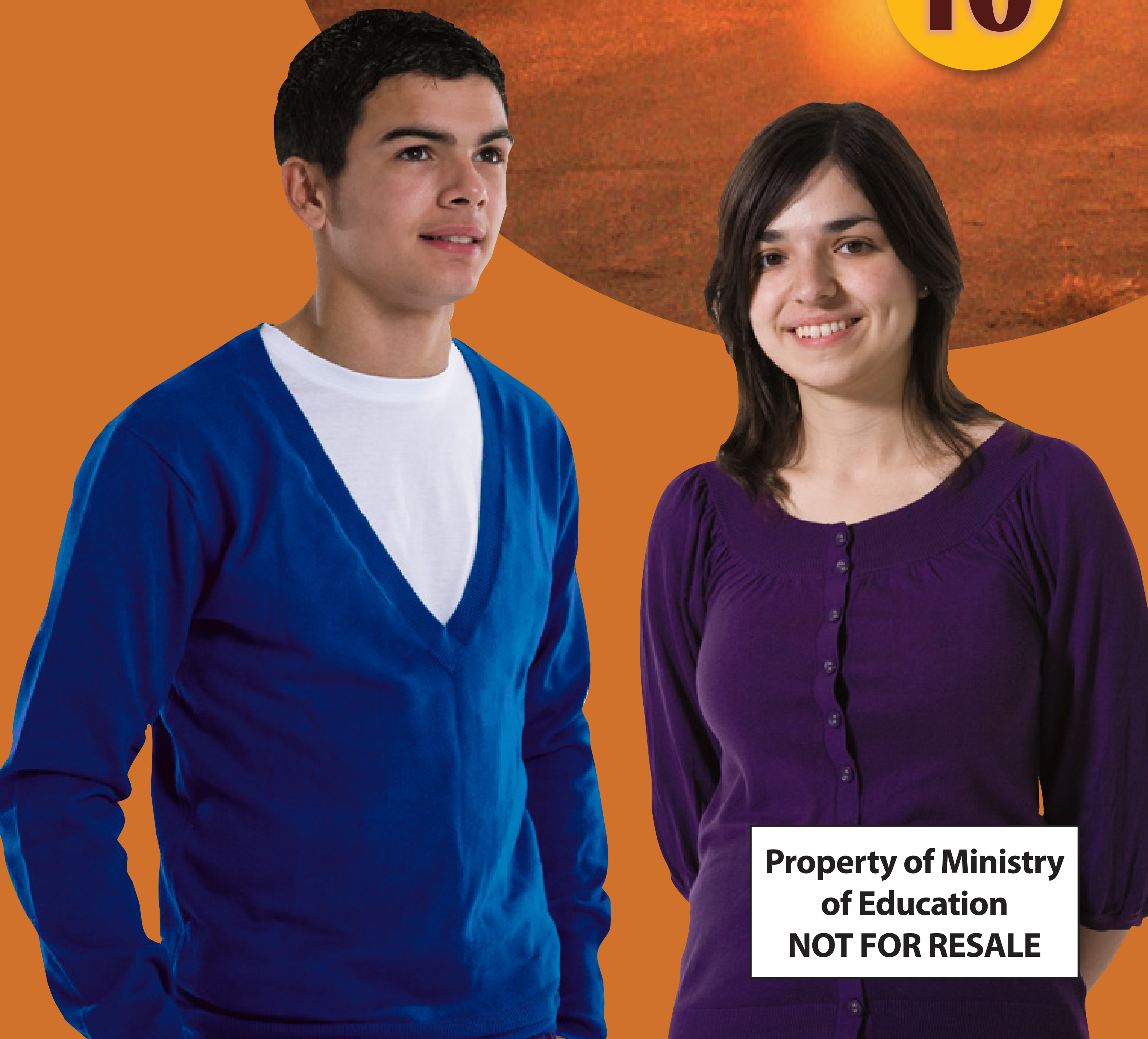
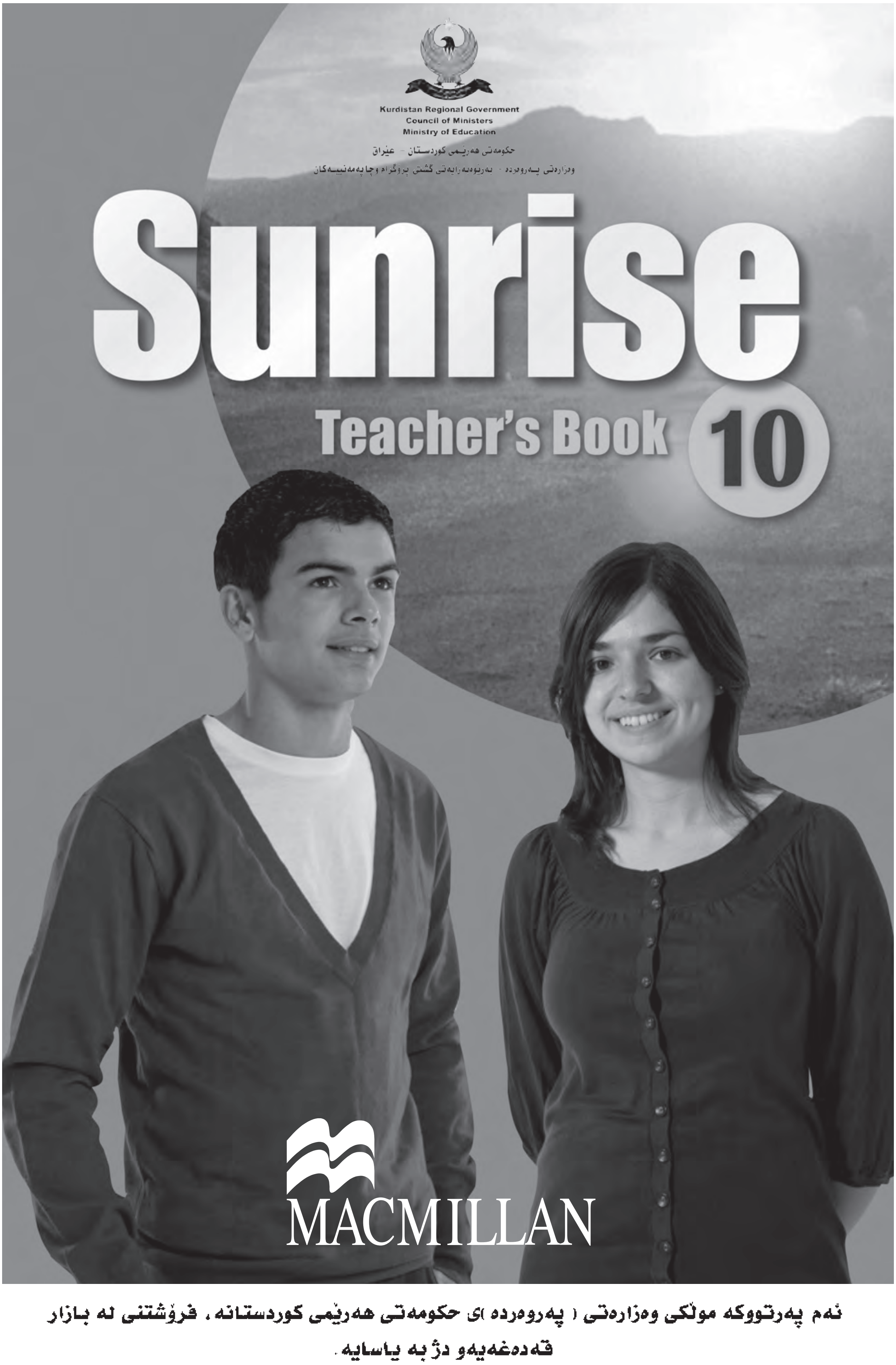
Kurdistan Regional Government
Council of Ministers
Ministry of Education

Sunrise

Teacher's Book 10



Property of Ministry
of Education
NOT FOR RESALE



ئەم پەرتووکە موڵکی وەزارەتی (پەروەردە)ی حکومەتی هەرێمی کوردستانە، فرۆشتنی لە بازار قەدەغەیەو دژ بە یاسایە.

CONTENTS

INTRODUCTION

Who is **Sunrise 10** for?

Sunrise is specifically written to meet the needs of secondary classes in Kurdistan. The material:

- Is clear and easy to follow.
- Is motivating and enjoyable.
- Has clear aims and provides regular revision and testing.
- Contains projects to encourage students to work together.
- Is culturally appropriate for Kurdish teenagers and contains relevant social, cultural and historical information.
- Can be used for mixed ability teaching. The Teacher's Book provides optional activities to help the teacher adapt to different teaching situations and the Activity Book provides extra practice where needed.

Sunrise 10 consolidates and extends work done in earlier grades, now that students have reached the start of the senior secondary stage. It brings together language that was taught separately in earlier grades and develops it to a higher level of complexity and contrast. Vocabulary is also consolidated and extended with the the use of new techniques of acquisition and organisation. Building on these linguistic elements, students' listening, speaking, reading and writing skills are also now greatly boosted.

What are the components of **Sunrise 10**?

- Student's Book
- Activity Book
- Teacher's Book
- CD

Student's Book

The Student's Book begins with a welcome unit to help students find their way around their new books, get to know each other and also rapidly revise basic language met at earlier levels. Use these activities as you think best. You may think that some activities are not necessary for your students, while others are. Pick and choose the exercises you think your students will need. Some groups will have to do all the activities, while other schools may decide to drop the welcome unit entirely.

Following the welcome unit, there are ten units in the book. There are seven main teaching units: Units 1, 2 and 3, Units 5 and 6, and Units 8 and 9. These units are based on topics which are interesting, important and useful for the students, such as healthy living, sports, emergencies, etc. Units 4, 7 and 10 are revision units which focus on the grammar and vocabulary items of the previous units.

The continuing storyline concerns a Canadian boy, Ben, who is travelling to visit his father who works in Dohuk, and Haval, a Kurdish-American boy, who is travelling to meet his aunt, uncle and cousins in Silemani. Ben and Haval become friends on the journey and Ben later goes to visit Haval in Silemani. The revision units describe episodes of their visit to Kurdistan. Other units sometimes touch on these characters' lives, but generally deal with topics of wider interest to students.

The core of every main teaching unit consists of six lessons. Each double page contains two lessons. As far as possible, there is a page per lesson, and each lesson is complete in itself. After Lesson 6, there is a two-page Language Focus section, followed by a two-page episode of the Literary Reader.

Lessons 1 and 2 introduce some of the main grammar and vocabulary of the unit mainly through listening and speaking activities. These lessons also bring together and add to the known vocabulary to assemble useful word fields.

Lessons 3 and 4 introduce further grammar and vocabulary in a longer piece of reading. Vocabulary is systemically developed through the Activity Book by introducing word groupings through grammatical and semantic relationships.

Lessons 5 and 6 recycle the grammar and vocabulary of the first four lessons in the process of developing listening, speaking and writing skills. The poems in Units 3 and 9 add a literary dimension to the skills work. These lessons always end with the Unit Task, a written or spoken transfer task that is personalised wherever possible.

The Language Focus sections summarise the main grammar points and lists the unit vocabulary. The To Help You Study section gives students useful techniques for improving their learning. (See below: What's new in Sunrise 10?)

The Literary Reader *(Around the World in Eighty Days* by Jules Verne) is intended to increase students' reading skills and introduce them to the habit of extensive reading for pleasure. (See below: What's new in Sunrise 10?) Revision Units 4, 7 and 10 focus on the grammar and vocabulary items of the previous units and include an episode of the Literary Reader.

Activity Book

Normally, a double page of lessons in the Student's Book is supported by two pages of grammar and vocabulary exercises in the Activity Book. They are designed to be suitable for use for homework in almost all cases. But it is for you, the teacher, to decide whether to use it like this or to work with some of it in class. If you set material for homework, you should allow some time for preparation and for regular feedback. You may want to use marks given for this work as part of your ongoing assessment of students.

Lessons 5 and 6 in the main teaching units are different. They support the Student's Book skills work, and students move between the two books to complete many of the tasks. These Activity Book pages will therefore be used largely in class.At the end of the Activity Book there are recommended activities to go with the Literary Reader. You should use some or all of this material to help your students get the greatest benefit from the Reader.

Teacher's Book

The Teacher's Book contains brief, easy-to-follow lesson plans for every lesson in **Sunrise 10**. It also gives you ideas for starting your lessons and suggestions for extension work and alternative activities. It contains the answers for every activity in the Student's Book, as well as the Activity Book answers, a Grammar summary and a Word list. The Teacher's Book also contains the CD script for every listening activity.

The lessons in the Student's Book are designed to be taught as they stand. All you need is the Student's Book, the CD and the Activity Book. If you look at the lesson notes before you begin a class you should be able to tailor your lessons to suit your particular class.

The CD

The CD contains all the recorded listening materials and pronunciation activities.

What's new in Sunrise 10?

1 The Language Focus pages

This part of the Student's Book summarises the main grammar points and vocabulary of the unit. This material is not strictly for the classroom, but you can take advantage of it during the unit or as a separate revision of the main parts of the unit together with the practice exercises in the Activity Book.

Language Focus provides detailed grammar notes and covers areas of grammar comprehensively and contrastively. The vocabulary list includes phonetic transcriptions to help with pronunciation. (The phonetic transcriptions should not be used to teach phonetics to the students) Note that the Activity Book contains extra language practice activities for students to do at home.

The To Help You Study section gives students useful tips on how to improve their learning, as well as various methods to help them acquire and organise new vocabulary on the road to learner independence.

2 The Literary Reader

The Literary Reader is an adaptation of Jules Verne's *Around the World in Eighty Days* (you can find more information about it on page 111 of the Student's Book). The reader is intended to increase students' extensive reading skills and introduce them to the habit of reading for pleasure. There are recommended activities at the end of the Activity Book (pp72–79), which students can use independently or as part of class work. These activities regularly encourage students to work out meanings from context, and in this way to increase learner independence. Do not use this text to teach vocabulary and grammar.

3 The Did You Know? notes

Students are familiar with this feature from previous levels of **Sunrise**. It provides factual information to help increase students' general knowledge.

In **Sunrise 10** the information is related to the Literary Reader and it can be found after the episode of the story in each unit. The aim of this part of the book is not to teach grammar or vocabulary, but to encourage students to learn about the world around them. It also gives students an opportunity to research and find out more if they are interested.

4 The *www.school.org* project pages

This is a series of projects – one for each teaching unit – which goes through the course and helps students use the language and vocabulary of each main unit in a meaningful way. They are optional materials, related to the topic covered in the unit, that can be used after the relevant teaching unit or at any time later in the year as a means of revision and practice.

It would be a good idea to contact the IT teacher of your class and get him or her to help set up the group's website. If your school does not have a website yet, try talking to the headmaster of the school and get his/her support for the project. Explain to him/her that it would be very useful for the school and the students to be able to communicate with other students both in and beyond Kurdistan. You can also ask your students if they have computers and internet access at home, so that the information on the website can go 'live'.

5 The Reference Section

Earlier levels provide a grammar summary, a pronunciation guide and a unit-by-unit word list, but **Sunrise 10** goes much further. The Reference Section in **Sunrise 10** is an extensive resource that students should use frequently to help them move towards learner independence. It consists of the following sections.

1 **Understanding Words –** This offers ways of working out meanings independently.
2 **Collecting Vocabulary –** This provides various techniques for collecting and organising vocabulary.
3 **Phonetics** – This lists the phonetic alphabet, which Grade 10 students will now start practising and using for very practical purposes.
4 **Punctuation** – This lists and gives examples of all the different punctuation marks. It supports Lesson 5 work on punctuation and capitalisation, as well as independent writing.
5 **Grammar** – This provides basic metalanguage for talking about grammar, with Kurdish translations.
6 **Language for Communication** This lists key expressions for spoken and written communication.
7 **Common Irregular Verbs** – This lists all forms of the irregular verbs that students have so far met.
8 **Alphabetical Wordlist** – This lists all the new vocabulary of Grade 10 and gives the unit where each item first appeared. From this, students can refer to the correct unit wordlist to revise pronunciation, part of speech and meaning.
9 **Word Groups and Abbreviations** – This brings together groups such as the months of the year and all the abbreviations that students have met.
10 **Places in Sunrise 10** – This lists geographical names, with phonetics and unit number.
11 **About the Main Characters in *Around the World in Eighty Days*** – This provides notes on the main characters in the novel.
12 **About the Author of *Around the World in Eighty Days*** – This introduces students briefly to the life and greatest achievements of Jules Verne.

FAQs (Frequently Asked Questions)

*How is grammar treated in **Sunrise 10**?*

Following the tradition of earlier levels, new grammar is always introduced in Lessons 1–4 in the Student's Book and practised in the Activity Book. First, students see the grammar in 'action' and then get the explanation of the formation rules and usage. As students' level of English at this stage might vary, the Language Focus section helps stronger students to learn ahead and weaker students to reinforce their understanding of the grammar. Grammar is regularly recycled, the reading and listening passages are very carefully written to keep students exposed to grammar they learnt in earlier units and levels of Sunrise.

*How is vocabulary taught in **Sunrise 10**?*

There is strong emphasis on the active (productive) vocabulary – words and phrases we want students to learn. There is a unit wordlist in the Language Focus section. Vocabulary is regularly practised, revised and recycled in the Activity Book, the revision units, and the Language Focus sections.

Functional English is also a key element in the book. This is language that will help students when using English in everyday situations. It is frequently picked out from Student's Book dialogues and practised in the Activity Book.

There is some extra lexis in the book – in the two poems, the Literary Reader and occasionally in the Did You Know? notes – which students do not need to learn and should not be tested on. Students are often able to understand these words in context for themselves. However, necessary support for the poems is specified in the Teacher's Book and support for the reader is offered in the Activity book.

The To Help You Study sections suggest a number of ways students may generally increase their vocabulary and learn words more easily.

*What about phonetic transcription in **Sunrise 10?***

The phonetic symbols are introduced in the vocabulary lists and To Help You Study sections and there is a phonetic alphabet in the Student's Book. By this stage, students should be able to use a dictionary independently, and learning how to pronounce the words in the dictionary is a great help in becoming an autonomous learner.

*What about reading aloud in **Sunrise 10**?*

There are some conversations and dialogues we would like students to practise saying aloud. These aim at practising pronunciation and intonation. As the reading passages in Lesson 3 are usually quite long, we suggest that these texts are used only for information and not for reading aloud.

*How long does it take to cover a unit in **Sunrise 10**?*

This, of course, depends on the level of the students and a lot of other factors. We generally suggest that you spend about the following amount of time:

- Lessons 1 and 2 in the Student's Book require two contact hours, although some homework time will also be needed to complete the Activity Book tasks. Lessons 3 and 4 in the Student's Book also require two contact hours, although some homework time will also be needed to complete the Activity Book tasks.
- Lessons 5 and 6 integrate the Activity Book for the writing skills tasks and can be completed in two contact hours (depending on how much time you spend on the Unit Task), although some homework time will also be needed to complete the Activity Book tasks.

- The Language Focus pages in the Student's Book are for reference **during** the unit, while the activities in the Activity Book can be used as homework or in-class progress assessment, and they take about one hour to complete. The Language Focus exercises can be used for assessment of students' progress. Let them work on these at home, or if they do them in class, let them work in pairs and small groups. You can turn these activities into competitions to keep students more motivated.
- The project activities should be done mostly independently or in groups out of class, but you will need to spend about one hour setting up and getting feedback on every stage of the project.
- The Literary Reader can also be done in many ways. If you do it after the end of the lesson, it will need about one contact hour.

So if you do everything in the Student's Book and spend time assigning and checking the Activity Book work, you will spend approximately ten contact hours on every main teaching unit.

*What Activity Book material do I cover in class in **Sunrise 10**?*

The Activity Book material can be done mainly as homework, as it would be very time consuming to do in class. Try to look at the Activity Book exercises before each lesson, and if you think some of the activities are especially relevant, important or interesting, you can spend a little time doing them in class. But, as a rule, we suggest that you do not spend more than 15 minutes a lesson working on Activity Book tasks. If you assign Activity Book exercises for homework, allow some time to check them in the next lesson.

*How much group and pair-work is there in **Sunrise 10**?*

As we want students to learn from each other and have every chance to speak and work with English in class, there are many activities they can do in pairs or small groups. Pairs are easier to organise and we recommend that you get them used to working in pairs. This can get quite noisy at times, but where there is noise there is learning.

It is usually not enough for one student to get the answer and tell it to the whole class. Try to help every student find the answer. It is preferable to do the projects in small groups.

*How do I make pairwork work in **Sunrise 10**?*

Some tips for successful pairwork exercises:

- Keep it clear. Ask them to do simple things in pairs.
- Keep it short. If it takes too long it's difficult to control the activity.
- Demonstrate. First tell them what they have to do, and then show it yourself; and ask a pair of students to demonstrate it before you 'let them loose'.
- Do it often. The more often you use pairwork, the easier and the more successful it becomes. Do not give up if it does not work perfectly the first time. Remember the old saying: 'practice makes perfect'.

*How do I conduct the projects in **Sunrise 10**?*

- **Before** any discussion tell students the topic and ask them to think about what would be most relevant about that topic for the website. You can tell them to look at the instructions on pp 98-101 of the Student's Book.
- **Brainstorm** with the students about what to include in the project. Ask questions and do surveys to find out the most interesting aspects of the project.
- Ask students to volunteer for different **roles**: researchers; photographers; journalists; interviewers; designers, etc. (see the unit notes for suggestions). Try to rotate the students so that they do different things for different projects. In this way, they can find out what they are best at.
- Every team chooses a **team leader**.
- Students choose a **project leader** for every individual project.
- Design a **project timetable** with the class and post it on the wall of the classroom to remind students of deadlines.
- Spend half of a lesson at the end of every week to **check on progress**.

TIP: If you cannot post the projects on the internet, ask students to prepare a poster for every project. At the end of the year, organise an exhibition with other Grade 10 English teachers in your town so that students can look at each other's posters.

*How do I deal with the Literary Reader in **Sunrise 10**?*

Before students start using the Reader, introduce Jules Verne to them and refer them to the notes on Student's Book page 111. Ask questions to check understanding. You can also ask them to find out more on the internet and report back to the class.

You can set a deadline at the beginning of each unit by which time students will have to have read the next episode of the story. It is also a good idea for students to keep a reading diary as a record of progress. In addition, students should do at least some of the Literary Reader activities at the end of the Activity Book, either independently or in class.

If you have wall space in your classroom, you can put up a timeline of events. This will help you revise the previous episodes and count the days of the journey. Put the starting point of 8.45 p.m. on 2nd October, 1872 and continue adding to it until you reach 8.45 p.m. on 21st December, 1872. Encourage students to add new destinations, dates and times after reading every episode. You can also put a large map of the world on the wall of the classroom and indicate the route of the journey as it progresses.

MAP OF THE BOOK

WELCOME UNIT		p4

Familiarisation with the *Sunrise 10* books • Formation of statements and questions with the present simple, present continuous and past simple • Describing • Giving personal details • Advising • Making arrangements.

UNIT 1	MAKING CONTACT	p8
LANGUAGE	SKILLS AND SOUNDS	VOCABULARY
Present continuous Present simple Present tenses – future meanings Frequency adverbs Past simple *used to*	Reading, listening: for personal details and numbers Pronunciation: past simple endings, with phonetics Speaking: introduce oneself Writing: an email to a new penfriend	Leisure activities Schedules and itineraries Formal and informal greetings To help you study: phonetics (AB: opposites) **LITERARY READER: *AROUND THE WORLD IN EIGHTY DAYS*** **1 The journey begins**

UNIT 2	HELP!	p18
LANGUAGE	SKILLS AND SOUNDS	VOCABULARY
Reflexive pronouns Giving warnings Past continuous + point in time Past continuous + past simple Adjectives and adverbs	Reading, listening: understand an account of past events Pronunciation: intonation in *Yes/No* and *Wh* questions Speaking: give an account of past events; tell a true story Writing: write a true story	Emergencies Injuries Emergency services To help you study: networks (AB: rooms in the home) **LITERARY READER** **2 The race to Bombay**

UNIT 3	EAT WELL – BE WELL	p28
LANGUAGE	SKILLS AND SOUNDS	VOCABULARY
some and *any* *much / many* *a little / a few* *a, the* and zero article Relative pronouns *who, which* and *that*	Reading: understand the basics of good nutrition Listening: understand the poem *Thanksgiving* Speaking: read the poem aloud; explain Kurdish food and cooking to a visitor Writing: explain Kurdish food and cooking to a visitor	Food and nutrients Food containers and quantities Body and health To help you study: phonetics (AB: superordinates – 'umbrella' words) **LITERARY READER** **3 Across dangerous India**

UNIT 4	REVISION	p38
LANGUAGE	SKILLS AND SOUNDS	VOCABULARY
Review of Units 1–3 language	Reading: understand emails and a sequence of events Listening: take a phone message about changes of plan Pronunciation: past simple endings, with phonetics Speaking: explain changes of plan; tell a true story Writing: write a true story	Review of Units 1–3 vocabulary **LITERARY READER** **4 From India to Singapore**

UNIT 5	MOVING INTO SPACE	p46
LANGUAGE	SKILLS AND SOUNDS	VOCABULARY
Present perfect with *already, nearly, yet, just* Present perfect and past simple Present perfect with *ever, never, always, several times* Present perfect with *for* and *since*	Reading, listening: understand a sequence of events up to the present Pronunciation: numbers Speaking: make friends with a new neighbour; discuss places to show the new friend Writing: write a diary page about a day with a new friend	Space, planets and space travel To help you study: *someone/everyone/ anyone/no one*, etc (AB: word pairs; opposites) **LITERARY READER** **5 From Singapore to Hong Kong**

Finding out about the books

Lesson 1 Student's Book p4

Grammar
There is/are (revision)
Have/has got (revision)

Useful aid

- A tennis ball for the introduction.

To start …

- Introduce yourself to the class. Say: *Hello, my name's …*
- Go around the classroom introducing yourself to individual students.
- Encourage students to introduce themselves to you. They can use *Hello, I'm …* or *Hello, my name's …*
- If you have a tennis ball with you to the class, throw the ball to a student who then introduces him/herself and then throws the ball to another student.
- You can get the students to stand in a circle for this activity.

A How many are there?

Aim: to familiarise students with the structure and contents of the Student's Book and practise asking and answering *How many … are there? There are …*

1

- Explain to the students that they have to look at the Map of the Book on pages 2 and 3 and they have to ask questions and find the answers.
- Read out the example question: *How many main units are there?* and let students answer the question in chorus or you can ask one student to answer. (Answer: *eleven*.)
- Put the students in pairs and let them ask and answer the questions in pairs. Give them a time limit of five minutes. While they are working in pairs, monitor the activity and help if necessary.

Answers

How many main units are there?	*There are ten.*
How many revision units are there?	*There are three.*
How many pages are there in Unit 1?	*There are ten.*

- When they have finished, ask individual students to ask the questions and other students to answer them. Check the answer with the rest of the class.

2

- Repeat the same procedure with the Activity Book, e.g.

  How many pages are there in the Activity Book? There are 80.

  How many pages are there in a revision unit? There are four or six.

  How many pages are there in a main unit? There are eight.

B How many …. are there? What are they called?

Aim: to familiarise students with the topics and function of the project files and the reference materials. The projects are important to promote learner independence, and they give students an opportunity to use the new language productively. The reference materials help students to organise and revise the key language and vocabulary of each unit.

- Ask students *What kind of extra materials do you think there are at the end of the book?* Invite suggestions from the students. You can write their suggestions on the board.
- Ask students to look at pages 98–111 to check if they guessed correctly and tick the correct suggestions on the board.
- Tell students to close their books and try to answer the questions from memory. Ask the first question: *How many projects are there in the Project File?* Let students answer chorally or ask individual students to answer the question. Then check with the rest of the class if they agree with the answer. Let students open their books again to check if the answer was correct. (Answer: *There are seven projects, one for every main unit.*)

- Repeat the same procedure for the other questions.

Answers

1 *There are seven projects. Project A is called Getting Started and B is called In the News.*
2 *There are twelve parts in the reference section.*

C Has the book got a …? / Yes, it has. It's called …

Aim: to familiarise students with the topics covered in the book. They also revise *have got/ has got* for possession.

- Ask students to open their books at the Map of the Book (pp 2–3) again. Ask them the example question: *Has the book got a unit on food?* Let students find the answer, and say it chorally, or ask individual students to give the answer. (Answer: *Yes, it has. It's called 'Eat well – be well.'*)
- Suggested questions:
  - *Has the book got a unit on clothes?* (*Yes, it has. It's called 'What we wear'.*)
  - *Has the book got a unit on space travel*? (*Yes, it has. It's called 'Moving into space.'*)
- You can also ask questions about things that are **not** in the book. For example: *Has the book got a unit on animals? No, it hasn't.*
- After a few frontal exchanges encourage students to ask and answer questions in pairs using *Has the book got …? Yes, it has.* or *No, it hasn't.*
- Finally, ask some of the students to demonstrate their questions and answers to the rest of the class.

Activities with the books

Lesson 2 Student's Book p5

Grammar
Present simple for description
Present continuous for action
There was/were
Some/any

To start …

- Write some action words the students should know on slips of card, e.g. *stand, smile, walk*, etc. Ask one student to come to the front of the class and pick one of the cards and mime the action on the card. The rest of the class have to guess the word and say the action, for example: *He/she is smiling.* The first student to guess correctly comes to the front of the class and repeats the procedure.
- You can make the activity more competitive by dividing the class into two groups. The group finishing first with all the words being guessed correctly is the winner.

A My picture shows … It's … and it's …

Aim: students practise picture description sub-skills with an information-gap activity.

- Divide the students into pairs. One student is A and the other one is B. The As open their books on page 5, while the Bs open their books on page 70. They have to describe their picture to the other student and find the differences without looking a each other's picture.

B She isn't … She's …

Aim: to practise comparing pictures and describing actions; students practise using the present continuous tense to describe actions.

- This time student As look at the picture on page 19 and student Bs look at the picture on page 5. They describe their picture to the other student and find the differences in actions and clothes. Give students about five minutes to complete the

activity, and then ask a few pairs to say some of the sentences.

C There was some …, but there weren't any …

Aim: to improve students' concentration skills and memory; to revise and recycle the structures *there was some/there weren't any*, and to give students an opportunity to use language in a meaningful way.

1

- Tell students to look at the picture on page 28 for one minute and try to remember the types of food shown. After one minute tell them to close their books and discuss with their partners what they remember from the picture. Let students work in pairs, and while they are working write the words from the word box on the board.

2

- Students look at the list of words on the board and decide which of the items were in the picture and which weren't.
- They work in pairs and use complete sentences: *(I think) there were some … (I think) there weren't any …*

3

- Give students about five minutes to work on their own and then point to one of the items on the board and ask: *Were there any …?* Invite the whole class or one student to answer the question. Then point to another item and ask *Were there any …?* Make sure that one of the items was in the picture and the other wasn't so that you can summarise: *There was some … but there weren't any …*
- Ask students to copy the wordlist into their copy books, and to ask and answer questions in pairs.

Finding out about people

Lesson 3 — Student's Book p6

Grammar
Wh- questions
Present simple for routine activities

Vocabulary
Personal details and lifestyle

To start …

- Write some questions on the board. For example, *How old are you? When's your birthday? Where do you live?*
- Ask individual students to answer a question.
- After you've asked all the questions, ask the class: *Who is 15 years old? Whose birthday is on 29th April? Who lives in Shorosh?* etc.

A What …? When …? Where …? How …?

Aim: to revise the *Wh-* question words and forms; to practise asking and answering questions about personal details and habits.

1

- Tell students to open their books on page 6, cover the Questions box, and look at Perween's profile.
- Students work in pairs and try to work out the questions that Perween answered.
- Walk around the classroom and help students. Let students look at the Questions box if they need help.
- When most of the students have finished, let them check their work against the Questions box. Invite individual students to ask the questions.
- Ask students to open their copy books and write down the questions. Ask individual students to come to the board and write the questions and the rest of the class to check them against the sentences in their copy books.

Answers

What's your family name?
How old are you?
When is your birthday?
Where do you live?
What's your phone number?
How much homework do you usually do every day?
How many hours of TV do you watch most days?
How many brothers and sisters have you got?

2

- Tell students to copy the profile card into their copy books and to write their own details.
- When they have finished, get students into pairs and let them ask and answer the questions using their own details.

3

- Tell students to make full sentences about Perween and themselves as in the example.
- Ask individual students to say sentences comparing themselves with Perween.

Extra activity

- If you have a little time left at the end of the class, you can ask students to say some sentences about themselves which are not true and the others have to guess the correct information. For example: *I have three brothers and one sister. No, you have two brothers and two sisters,* etc.

Doing things in English

Lesson 4 Student's Book p7

Grammar
Giving advice using *should* and *need to*
Present perfect for past events with present consequences
Using *Let's* for making arrangements

Vocabulary
Stomach ache, problem, break (broke, broken), camera shop, hospital, market, police, supermarket, training, visit, revise, let's, maybe, I'm afraid …, fine, no problem, perhaps

To start …

- Choose some of the vocabulary words from the box above and write them on the board without spaces (for example: stomachacheproblembreakca merashophospitalmarketpolicesupermarkettraini ngvisitrevisemaybeafraidfinenoproblemperhaps), like a word snake and ask students to find words in the snake and copy them into their copy books. The student with the most correct words in one minute is the winner. You can make the exercise more challenging by inserting some 'nonsense' words.

A Advising: I've got a … / Then you should …

Aim: to practise stating problems and offering advice.

- Ask students to look at the first picture on page 7 and guess what the boy's problem is. (*He's got a stomach ache.*) Students should then read the other boy's advice.
- Put students in pairs and let them construct sentences with problems, and find the advice.
- When they have finished, ask pairs of students to read out the problems and the advice.

Extra activity

- Invite students to suggest other problems. You can start by making a few suggestions of your own, e.g. *I've left my English book at home. I've got a computer virus. My watch has stopped working,* etc. When you have a few problems, ask students to give you advice.
- You can turn the activity around by giving some advice and asking the students to guess the problem, e.g. *You should buy a new exercise book. (My exercise book is full.) You should go to the market to make a copy. (I was absent last week, and I haven't got my English notes.) You should go to bed early. (I am very sleepy today.),* etc.

B Making arrangements: Let's … / Sorry, I can't. I have to …

- Ask students to open their books on page 7 and look at the activity. Ask them *What can you see? (Two diaries.) Whose diaries are they? (Haveen's and Gulistan's.)* Explain to the students that Haveen and Gulistan are friends and they are trying to arrange to meet.
- Tell students to study the diaries and decide when they can meet *(Wednesday afternoon).*
- Ask a pair of students to read out the dialogue between Haveen and Gulistan.
- Let students practise the conversation in pairs.

Extra activity

- Get students to work in pairs and try to arrange to meet.
- Meanwhile, walk around the classroom and help students if necessary.
- At the end, let a few pairs of students demonstrate their conversations. Ask a few other pairs when they are going to meet.

1 LESSONS 1&2

MAKING CONTACT

I play baskeball, too.

Lesson 1 Student's Book pp8–9

Grammar
Present continuous revision
Present simple revision

Vocabulary
Leisure activities; Schedules and itineraries; Vocabulary list p15.

To start …

- Show students some simple pictures of people doing things and ask them: *What is he/she/it doing? What are they doing?*
- Let the students answer in chorus or ask individual students to answer. Correct their use of the present continuous if necessary but don't explain the structure yet.
- You can also choose some everyday actions which first you, and then a few students, mime and the class tries to guess.

A DO AND SPEAK

Aim: to ask and answer questions using the present continuous when talking about events taking place at the time of speaking.

Note: This activity concentrates on the **use** of the structure and not the form. At this stage concentrate on students using the present continuous.

1

- Tell students to open their Student's Books on page 8. Read the first phrase, *playing basketball*, and ask students which picture matches the phrase (picture 3). Ask students to repeat the sentence chorally: *They're playing basketball.*
- Ask a student to read the second phrase: 'playing computer games'. Ask students *Which picture shows playing computer games?* for the students answer: *Picture 8. They're playing computer games.* Let the whole class repeat the sentence.
- Put students in pairs and let them match the phrases with the pictures, trying to say the complete sentences. Monitor the activity and correct students if necessary.
- After three or four minutes, when they have finished, ask individual pairs to read a phrase, and say the number of the picture and the correct sentence.

Answers

1 h 2 d 3 a 4 I 5 e 6 f 7 g 8 b 9 c

2

- Tell students to study the pictures for one minute and then close their books.
- Then ask them the question*: Is the boy in picture 5 taking photos?* and let the students try to remember and give the correct short answer. *Yes, he is.* or *No, he isn't. He's …* (Answer: *No, he isn't. He's riding a bike.*)
- Repeat with one more example.
- Then let the students practise asking and answering in pairs. One has his/her book open and asks the question. The other tries to remember, then they check and swap roles.
- After five minutes, ask one or two pairs to demonstrate their conversation.

B GRAMMAR

Aim: to revise the forms of present continuous statements, questions and answers.

1

- Write the first two sentences on the board: *The girl in 2 is reading a book. The boys in 3 are playing basketball.*
- Ask one of the students to come to the board and identify the present continuous singular and plural and underline them.
- Write a few other words on the board (e.g. *I, you, run, eat grapes,* etc.) that can be inserted into

the sentence. Point at these words randomly and encourage students to change the sentence so that they use the word you are pointing at (e.g. *I am reading a book,* etc.). This is a sophisticated substitution drill activity which helps students familiarise themselves with the structure.

- Let students read the rest of the sentences in their books and identify the present continuous forms.

2

- Say a present continuous sentence about one of the students in the classroom. For example: *He/She is wearing a blue shirt.* Ask the students to try to guess who you are talking about. The student who guesses correctly can say the next sentence. Encourage them to use the phrases, *Yes, that's right. Now it's your turn.* or *No, sorry. Try again.*

Lesson 2 Student's Book p9

C LISTEN AND READ

Aim: to introduce the main characters of the book; listening for specific information.

- Tell students to look at the picture on page 9 and talk about the people in the picture.
- Ask them to guess where they are (at an airport).
- Tell students that the main characters of the book meet for the first time in this conversation. One of them is called Ben and the other is Haval.
- Copy the box for conversation 1 on the board and tell students to copy it in their copy books, too.
- Tell students to close their books and listen to the first part of the conversation.
- After the recording give students one minute to try to copy and complete the box in pairs.
- Don't check their answers yet. Let them listen once more.
- Give them another minute to complete the box, then ask a student to come to the board and fill in the missing information.
- Ask the other students if they agree. Then listen to the first part of the conversation once more and correct the box if necessary.
- Repeat the same procedure for the other two parts of the conversation.

CD script Track 01

Ben *Excuse me. Is this seat free?*
Haval *Sure. Go ahead. Where are you travelling?*
Ben *To Kurdistan. I'm staying with my dad for a month. He's an oil engineer near Dohuk.*
Haval *Really? I'm going there, too. Do you come from Kurdistan?*
Ben *No, I'm Canadian. This is my first trip to Kurdistan.*
Haval *It's my first trip to Kurdistan, too. I'm Kurdish-American and I'm seeing my cousins in Silemani.*

***

Haval *That's a great sports bag. What game do you play?*
Ben *I play basketball for a club in Vancouver.*
Haval *I play basketball, too. I play for my school team.*

***

Ben *How long does our flight to Erbil take?*
Haval *It takes five hours. We leave London at 11.30 a.m. and we arrive at 7.30 p.m. local time.*
Ben *That's eight hours. Does that mean Erbil is three hours ahead of London?*
Haval *Yes, it does. There's a three-hour time difference.*
Ben *Ah, look at the screen. That's our flight – BR467 to Erbil. And now they're showing our gate number – 15. Let's go!*

Answers

Conversation 1:
Ben – Canadian – Dohuk – father
Haval – Kurdish-American – Silemani – cousins

Conversation 2:
Ben – basketball – a club in Vancouver
Haval – basketball – the school team

Conversation 3:
BR 467 – London – 11.30 a.m.
15 – Erbil – 7.30 p.m.

D GRAMMAR

Aim: to revise the forms of present simple statements and questions and short answers.

1

- Write the second sentence on the board: *I play for my school team.*
- Ask one of the students to come to the board and identify the present simple verb (*play*) and underline it.
- Write a few other words on the board (e.g. *She*, *write*, *eat*, etc.) that can be inserted into the sentence. Point at these words at random and encourage students to change the sentence so that they use the word you are pointing to (e.g. *She plays for the school team,* etc.). This is a sophisticated substitution drill activity which helps students familiarise themselves with the structure.
- Let students read the rest of the sentences in their books and identify the present simple verbs.
- Remind students that they can find further explanations of the use of the present simple on page 14 in their books, or if necessary, look at the explanations together as a whole class.

2

- Play the recording of the second part of the conversation, first the whole exchange, and then sentence by sentence, and encourage students to repeat the sentences chorally. Get them to try and imitate the intonation, too.
- Volunteer a pair of students to read or act out the dialogue.
- Let students practise reading and acting out the dialogue in pairs for a few minutes.
- Choose a few volunteer pairs to act out the dialogue.

E GRAMMAR

Aim: to familiarise students with the concept that the present tense forms can sometimes refer to future events.

1

- Write the following sentences on the board: *I'm staying with my dad for a month. We leave at 11.30 a.m.*
- Ask students when these actions are going to take place? Elicit that they are not in the immediate present, because Ben is still in England and they are at the airport.
- Encourage students to formulate the rule: we can use the present continuous for personal plans and arrangements, and the present simple for fixed future schedules.
- If they need more help to get to the rule, give them a few more sentences.

2

- Tell students to open their books and find further examples of present tenses used to mean future events in the conversation between Ben and Haval.
- Tell them to copy the phrases into their copy books.
- Get students to read out the phrases to the rest of the class. Ask the class to give feedback.

Answers

I'm seeing my cousins in Silemani.
We arrive at 7.30 p.m.

Dad looked on the internet.

Lesson 3 Student's Book p10

Grammar
Present simple with adverbs of frequency revision
Past simple and *used to*

Vocabulary
Opposites; Vocabulary list p15.

To start …

- Remind students of the conversation between Haval and Ben on page 9.
- Write some words on the board: *Haval*, *Ben*, *London*, *San Francisco*, *Dohuk*, *basketball*, etc. and get students to tell you what they refer to.
- Alternatively, you can ask questions about the boys and the situation, for example:
  - *Where is Ben from? He's from Canada./He's Canadian.*
  - *Where are Ben and Haval? At the airport in London.*
  - *Where are they flying to? To Erbil.*
  - *Where does Ben's father work? Near Dohuk.*
  - *Who has cousins in Kurdistan? Haval.*
- You can make this a quick memory competition between the students if you divide them into two groups. The group answering more questions correctly is the winner.

A READ

Aim: to practise reading for specific information and reading for the gist skills.

Note: Students practise dealing with longer reading passages. It's important that you don't explain any of the unknown words at this stage because the aim of the activity is to use the text to do the activity. Also, there is no need to read the texts out loud at this stage.

1

- Tell students to open their books at page 10 and look at the pictures at the top of the page. Give them two minutes to talk to their neighbour about the pictures and describe what is happening in each of them. Ask if they can recognise anybody in the pictures.
- Ask volunteers to describe the pictures.
- Focus on the three emails and ask about each: *Who is it from and who is it to?*
- Tell students to look at the first picture and try to find out which email refers to it. (Answer: *email 2*).
- Tell students to work in pairs and decide which email text goes with which of the other two pictures.
- Ask students to give you the answers and check if the other students agree.

Answers

A2 B3 C1

2

- Go round the classroom pointing at students and giving them numbers between one and six.
- Each student reads the question relating to their number and tries to find the answer in one of the texts.
- Ask individual students to read their question and ask other students to answer from the text. Let the questioner confirm or correct the answer.

Answers

1 *Haval lives in San Francisco.*
2 *They often call and sometimes write. (They talk on the phone and write letters to each other.)*
3 *To the beautiful waterfall at Ahmadawa.*
4 *She nearly fell into the waterfall.*
5 *They won and he scored three points.*
6 *On the internet.*

3

Note: This is a very important activity, which often appears in Lesson 3 of a unit. The aim of this activity is to sensitise students to the importance of reference within the text.

- Ask a student to read the sentence from the first email and decide what the pronoun *it* refers to. (Answer: *b) the photo*)
- Tell students to work in pairs and try to find out the answer to the other two questions. (Answers: *2b 3b*)

B GRAMMAR

Aim: to revise the common adverbs of frequency and their use.

1

- Write five sentences based on the emails on the board using the adverbs of frequency, for example:
  1 *Bahar's dad* ***often*** *calls Haval's dad.*
  2 *Haval's father* ***sometimes*** *writes to Bahar's father.*
  3 *Haval's father* ***always*** *talks about Kurdistan.*
  4 *Summers are* ***usually*** *very hot in Silemani.*
  5 *Haval* ***never*** *writes letters. He prefers to write emails.*
- Tell students to copy the sentences from the board in order of frequency, starting with the most frequent.
- Ask students to compare their lists.
- Ask individual students to read out the sentences in order and number them on the board.
- Ask students which words suggested the order and underline them on the board.
- Explain, if necessary, the meaning of the adverbs, using the grammar section on page 14.

2

- Ask five or six individual students to say things they do after school.
- Write their sentences on the board and tell students to write them in their copy books.
- Tell students to work in pairs or groups and discuss how often they do these things.
- Write adverbs of frequency on the board. Each group or pair should say one thing someone does using the adverb of frequency. **Note:** emphasise that the sentence **must** be true of the person.

▶ **Do the Activity Book activities on p4 in class or set them as homework at the end of the lesson.**

▶ Lesson 4 Student's Book p11

To start …

- At the beginning of the class revise the three emails and the three photographs.
- Ask students to try to remember what was in the photographs without opening their books.
- Write the skeletons of the following three sentences on the board and ask students to copy and complete them. Do the first one as a class activity.
  1 *Bahar and her _________ and an _________ and a younger _________ are having a _________ near Ahmadawa in __________.*
  2 *Haval is with his ________ at home in San __________. You can see his _________ and ___________ with him.*
  3 *___________ is at a __________ match, he is about to _______ a _________.*
- Encourage students to complete the sentences in their own words. They can only write one word in each space.

Answers

1 *parents / older / brother / picnic / spring*
2 *family / Francisco / parents / sisters*
3 *Haval / basketball / score / point*

C READ AND SPEAK

Aim: to introduce new perspectives when commenting on a story; students get to know more about the characters in the book; the text also exposes them to the past tense forms of verbs.

Note: Do not teach the forms of the past simple tense here. Students will learn them in the next activity.

- Explain to the students that they are going to read four people describing the events in the emails and they have to find out who is speaking.
- Ask students to read the first speech bubble silently. (At this point, the aim is to understand the text. Leave reading aloud for after the activity.)
- When they have finished reading ask one of the students who he/she thinks was talking. (Answer: *Bahar's brother.*)
- Then ask one of the students to read the text aloud.
- Let the students read the other three speech bubbles silently and decide (with their partner) who is saying what.
- When they are ready ask individual students to tell you the answers and read the texts aloud.

Answers

1b Haval's sisters *2c Bahar's father*
3d Haval's father *4a Bahar's brother*

D GRAMMAR

Aim: to revise the formation of correct past simple sentences (statements, questions, negatives); to revise the *used to* structure to talk about past events.

- Write the past forms of the verbs from the first speech bubble on the board: *was, fell, was.*
- Ask students what was similar about these words. (They are verbs and they are in the past tense.) Ask students the base form of the verbs (be, fall).
- Ask students: *What do we use the past simple for?*
- Write the first sentence of email 2 from page 10 on the board and ask a student to read it: *I was very happy to get your surprise email.*
- Ask students to find the verb in the sentence (was), and ask: *Why is it in the past tense?* (Because Bahar is talking about something that happened earlier.)
- Write the beginning of the second sentence of email 3 on the board: *Dad looked on the internet.* Ask students to find the verb in the sentence (looked), and ask how it is different from the *was* in the previous sentence. (It is regular while *was* is irregular.)
- Let students read the rest of the sentences.
- If you think students need more help, let them look at page 14 for further explanation.

2

- Ask five or six students to tell you what they did after school yesterday. Write the words/phrases on the board, help them if necessary. (For example, *went to basketball training, did my English homework, wrote an email, chatted on the internet, watched TV*, etc.)
- Point to a phrase and ask a student: *Did you (watch TV) yesterday?* Elicit the correct short answer: *Yes, I did.* or *No, I didn't.*
- Tell students to copy the phases in their copy books and ask and answer at random in pairs.
- Then ask a few students what their partners did.

3

- Write two sentences on the board. One in the simple past and the other with the *used to* structure. For example: *I went home at 5. I used to go home at 5.*
- Ask students to explain the difference. (First sentence: you did it once. Second sentence: you regularly did it in the past but not anymore.)
- Tell students to think of when they were young children and things they did then that they don't do anymore. Help them if necessary. For example: *go to bed at 7; drink milk; watch cartoons,* etc.
- Encourage them to say complete sentences using *used to* or *didn't use to.*

▶ **Do the Activity Book activities on p5 in class or set them as homework at the end of the lesson.**

Staying in contact.

Lesson 5 Student's Book p12

To start …

- Write the following words on the board (or prepare word cards): *Dohuk, Erbil, London, San Francisco, Vancouver, Silemani, Haval, Bahar, Ben.*
- Point at a word and ask students to tell you about the characters and the story.
- For example, point at *Vancouver*. Students should say: *It's a city in Canada. Ben's from Vancouver, Canada.*
- Ask one of the students to come to the board and point at a word and ask another student to tell you how it relates to the story.

A LISTEN AND DO

Aim: to give students a chance to talk about the characters, using simple present and present continuous sentences. This is a communicative exercise. Let students work in pairs to have a good chance to interact.

1

- Tell students to open their books on page 12 and look at the picture. Say the name of one of the characters and ask students to point to him/her. Walk around the classroom and check if they are pointing to the correct person. Then let students work in pairs and call out the names to each other and point to the characters. Give them two minutes, then turn to the second question.
- Ask students where the characters are and what is happening. Try to ask as many questions as possible.

Answer

They're at the airport in Erbil and Bahar's family is greeting Haval.

2

- Play Part 1 of the recording and ask students if they found out anything that they hadn't predicted.

CD script Track 02

Part 1

Bahar *Hi, Haval!*
Haval *Oh, hi, Bahar! It's great to see you.*
Bahar *It's great to see you, too.*
Uncle *Hello, Haval.*
Aunt *Welcome to Kurdistan.*
Haval *Hello, Aunt. Hello, Uncle. It's really good to be here.*
Uncle *How was the journey? Did you have any problems?*
Haval *No, not really, but it seemed very, very long!*
Uncle *Yes, well, you landed in London and changed there, and I expect that made it worse.*
Bahar *How long did you stay there?*
Haval *We stopped for about two hours.*
Aunt *Did they give you enough to eat on the flight?*
Haval *Oh, they gave us lots. Ben here had two breakfasts this morning! Ben, come and meet my family … Uncle, Aunt, Bahar, this is Ben. He's from Canada, and he's visiting his dad near Dohuk.*
Uncle *Good to meet you, Ben.*
Ben *Good to meet you, too.*

3

- Ask students to close their books.
- Ask them to give you phrases people use to greet each other.
- Tell students that they are going to listen to the first part of the conversation again, and they should concentrate on how people greet each other.
- After playing the recording again, ask students what greetings they heard. Write their answers on the board. Are there any new ones?
- Tell students to open their books again, and discuss and copy the greetings in their copy books. Monitor the activity and help students if necessary.

- Play the recording again.
- Ask pairs of students to read out the greetings.
- For Part 2, let students decide in pairs what they would say in the three situations.
- Encourage a few pairs to act out the conversations.

4

- Tell students that they are going to listen to the rest of the conversation.
- Before they listen ask them to read the questions carefully. When they have finished reading the questions, ask them to close their books.
- Play the recording once. Give students a minute or two to open their books and discuss the answers with their partners. Then ask them to listen again to confirm their answers.
- Ask individual students to ask and answer the questions aloud to the whole class, who in turn comment on the answers.

CD script Track 02

Part 2

Uncle *Well, here's the plan, Haval. It's getting late, so we're staying at a hotel here in Erbil tonight.*

Bahar *And then we're driving back to Silemani tomorrow morning.*

Haval *Great.*

Uncle *Well, let's put your things in the car, and then we can go.*

Aunt *But we can't leave Ben.*

Ben *Oh, I'm fine. I'm sure Dad will be here very soon.*

Aunt *Well, we should wait until he comes.*

Ben *Thank you, but really I'm all right.*

Haval *Well, anyway, Ben, let's swap details before we go. We should stay in contact.*

Ben *You're right. OK, I've got a pen and paper here.*

Haval *Uncle, can I give Ben your home phone number?*

Uncle *Yes, of course. It's 3-1-2-7-4-9-6.*

Ben *3-1-2-7-4-9-6. Thank you.*

Haval *And my email address is havbakir@aol.com. That's all lower case h-a-v-b-a-k-i-r-at-a-o-l-dot-com.*

Ben *Right, and here's my dad's mobile phone number. It's 0-7-5-4 … 4-4-5 … 7-2-3-6.*

Haval *Is this it? 0-7-5-4 … 4-4-5 … 7-2-3-6.*

Ben *That's it. And now my email: benbrown@ntl.com. That's b-e-n-b-r-o-w-n-at-n-t-l-dot-com.*

Haval *Have I got it right? b-e-n-b-r-o-w-n-at-n-t-l-dot-com.*

Ben *Yes, that's it. And how long are you staying?*

Haval *Until Saturday the 22nd of this month.*

Ben *Saturday the 22nd. Right. And I'm staying until Sunday the 30th.*

Haval *Perhaps we can meet in Erbil for a day.*

Ben *Good idea.*

Uncle *I've got another idea. Ben, would you like to come to Silemani and stay with us?*

Ben *That's really kind! Thank you!*

Aunt *And, Ben, your father still isn't here. I think you should come to the hotel with us. We can leave a message for him.*

Ben *Well, thank you again, but … I think I can see Dad. He's coming now.*

Dad *Hi, Ben! Sorry to be late!*

5

- Ask: *What did Haval and Ben do at the airport?* (Answer: *They exchanged contact details.*)
- Tell students to copy Haval's contact details and listen and complete the information about Ben's contact details.
- Encourage students to add their own phone numbers and their email addresses.
- Let students practise asking and answering questions about the details.

Culture note: @ is pronounced the same way as the preposition *at*. The @ symbol or the 'at sign' separates a person's online user name from his mail server address. For instance, sunrise@kurdistan.iq. Its widespread use on the internet made it necessary to put this symbol on keyboards in other countries that have never seen or used the symbol before. As a result, there is really no official name for this symbol. The actual origin of the @ symbol remains an enigma. (From: http://www.coolquiz.com/trivia/explain/docs/atsymbol.asp accessed on 24.02.2009 at 22:01)

Tip: You can give this as a quick project to your students to investigate on the internet.

B PRONUNCIATION

Aim: to draw students' attention to the pronunciation rules of the regular past tenses.

1

- Write the three verbs in the example on the board: *land, change, stop.*
- Ask students: *What is the similarity between these words?* (Answers: *They are verbs and they have regular past tenses.*)
- Then ask them how they are different (the endings they use in the past tense: *change + d, stop + p + ed*).
- Ask a student to read out the past tenses of the three words. Concentrate on the pronunciation and ask the rest of the class if they heard any difference.
- Write /t/, /d/, /ɪd/ on the board and ask students which pronunciation they think goes with which verb.
- Ask students to look at the exercise in the Student's Book and listen to Part 1 of the recording.

2

- Tell students to copy the table in their copy books and add nine more lines.
- They listen to the recording again and tick the columns that match the sounds they hear.

3

- Play Part 2 of the recording and tell students to repeat the verbs and sentences.

CD script and answers Track 03

Part 1

Past simple	1 /t/	2 /d/	3 /ɪd/
landed			✔
changed		✔	
stopped	✔		
asked	✔		
expected			✔
scored		✔	
suggested			✔
loved		✔	
looked	✔		
called		✔	
talked	✔		
started			✔

Part 2

landed *Their plane landed at 9.00.*
changed *The weather changed a bit.*
stopped *We stopped at the town.*
asked *I asked a question.*
expected *Tony expected a phone call.*
scored *Bahar scored a point.*

C SPEAK

Aim: to give students a chance to practise simple past forms and revise the story so far.

- Tell students to look at Lessons 1–4 and think about the story so far. Ask: *What happened?*
- Write a few verbs on the board to help students. For example: *decided, emailed, met, sent, attached, said, went,* etc.
- Ask students to work in pairs or small groups and try to use as many of the verbs as possible to talk about what happened.
- Monitor the activity. Listen to students talking and help when necessary.
- After a few minutes ask a few students to say sentences using the verbs on the board to the rest of the class. Encourage students to add to or correct the information they hear.

Lesson 6 Student's Book p13

D READ AND SPEAK

Aim: to personalise and summarise the grammar and vocabulary acquired in the unit. At the end of the unit students should be able to introduce themselves and give information about themselves and their families.

1

- Tell students that they are going to read about two people. Half of the class read about Amy and the other half about Jack. Write the names on the board.
- Give students two minutes to read the introductions silently, without talking to anyone.
- Tell students to close their books.
- Ask a question or two from each half of the class to demonstrate the activity.
- Put students in pairs or groups of four so that half of each group has read about Amy and the other half about Jack. They have to try to find out as much as possible about the other person in two minutes by asking questions.
- At the end of the activity ask a few pairs or groups what they have found out. Then ask them to open their books and see if they found out everything about the person.
- Ask a few follow-up questions to check.

2

- Ask students: *What information have Jack and Amy included in their introductions?*
- They should mention: *name, age, country, city, grade, brothers and sisters, sports, hobbies/ interests, learning* – write these key words on the board.
- Give students two minutes to think about what they could say about themselves and take notes in their copy books. Monitor the activity and help students if necessary.
- Ask one of the more confident students to introduce themselves using their notes as prompts.
- Let students practise introducing themselves to their classmates. (They can do this sitting down and talking to the person nearest to them, or you can get individuals to stand up and introduce themselves to the class.)
- At the end of the activity ask a few students who they have spoken to and what information they learnt about them.

Note: Students may try to be very honest or not know what to say. Tell them that they can 'invent' information, or they can talk about things they would like to do if they don't do any sports or have any hobbies.

E WRITE

- Tell students to open their Activity Books on page 6 and do the first activity individually.
- After one or two minutes, let them compare their solutions with their partners.
- While they are working, copy the text on the board as it appears in the Activity Book. Then ask a student to come to the board and insert the punctuation marks and the capital letters.
- Then tell them to do the second activity using the notes from the listening activity in their copy books.
- Monitor the activity and, when they are ready, let the students compare their solutions with a partner and ask one student to write the answer on the board so that the rest of the class can check theirs.
- Write the word *penfriend* on the board. Ask students: *Do you know what it means?* (Answer: *It's a friend who you exchange letters or emails with and talk to about things you like.*)
- Ask students: *Who do you want to be penfriends with, Amy or Jack?* Ask them why.
- Put students who want to be penfriends with the same person in pairs to fill in the email Amy or Jack sent them as Activity 3 in the Activity Book.

F UNIT TASK

- Tell students to discuss what they would write to Amy/Jack, using their notes from Activity D in the Student's Book.
- Give students ten minutes at the end of the lesson to write the email on page 7 of the Activity Book. They can finish this at home if necessary.

Tip: If your students use the internet at home or at school you can recommend this fantastic site to them to start real online correspondence with a Kurdish teenager living abroad. http://www.mylanguageexchange.com/Pen-pals/Language/Kurdish.asp

Homework

- Tell students to revise and complete their email at home and draw a picture or stick a photograph in the space provided. At the beginning of the next lesson, ask students to show their emails to their partners and comment on and correct each other's emails.

LANGUAGE FOCUS

- This summarises the main grammar points and vocabulary of the unit. This material is not strictly for the classroom, but you can take advantage of it during the unit or as a separate revision of the main parts of the unit together with the practice exercises in the Activity Book.

TO HELP YOU STUDY

- This section gives students useful tips on how to improve their learning, as well as various methods to help them acquire and organise new vocabulary on the road to learner independence.

Answers

go/so/no; do/who/to
this/that/the; thin/thank/think

1 LITERARY READER

Around the World in Eighty Days by Jules Verne

Aim: to improve students' extensive reading skills and promote reading for pleasure.

Episode 1: The journey begins

- **Independent reading**: set the task for reading at home **at the beginning of the unit** and tell students to keep a reading diary in which they keep notes of what happened and where the protagonists are.
- **In-class reading**: sometimes you may want to read out the episode to the students as they read along.
- After reading the text either at home or in class, have a quick discussion about the episode.
- Point to the timeline in the classroom or ask students to look at their notes in their reading diary, to revise what has happened so far.
- Ask students to point out London on the map.
- Then point to the map and discuss with the students where the travellers are at the end of Episode 1: Charing Cross Station, London, 2nd October 1872, 8.45 p.m.
- To create a plot summary, you might want students to do the activities on pages 72 and 73 of the Activity Book.

Did you know?

- The aim of this part of the book is not teaching grammar or vocabulary. It is designed to encourage students to learn about the world around them. It also gives students an opportunity to research and find out more about a topic if they are interested.

Tip: You can always suggest that students visit en.wikipedia.org if they want to find out more about the topic discussed in the *Did you know?* section.

- Let students read the text and then ask a few comprehension questions:

  1 What did people use steam engines for 300 years ago? (Answer: *to lift water out of deep mines.*)

  2 How long ago did they start using steam engines in transportation? (Answer: *200 years ago.*)

  3 What was the maximum speed of the *Rocket?* (Answer: *85 km/h*)

Task: Find out what is the speed of the fastest train now? (Answer: *French Bullet train speed record: 571.52 km/h* (3rd April 2007))

2
LESSONS 1&2

HELP!

I was riding through the woods.

Lesson 1 Student's Book p18

Grammar
Reflexive pronouns
Past continuous
Vocabulary
Injuries; Vocabulary list p25

To start …

- Draw eight dashes on the board (_ _ _ _ _ _ _ _).
- Tell students to give you eight-letter English words they know. They are going to play a game to try and find the mystery word: *accident.*
- Write the words under the dashes, circle the letters that are in the mystery word but not in the correct place.
- If the letter is in the correct place write it above the dash.
- Go on until students find out the mystery word.
- To speed up the activity, you can help them with hints or some letters from the word.
- This activity can be a bit long sometimes but it activates students' vocabulary and it's a great recycling activity, too.
- Ask students: *Where can accidents happen?*
- Write their answers on the board.
- Ask students: *Where do you think most accidents happen?* (Answer: *about 80 per cent of all accidents in the UK happen in and around the home.*)
- What kind of domestic accidents can students think of? (Take a note of these suggestions on a separate part of the board or a flipchart page. You may use them in activity C2.)

A LISTEN AND DO

Aim: to identify different kinds of domestic accidents; students get a chance to improve listening for specific information (names) skills and describing past events.

1

- Tell students to open their books on page 18 and look at the pictures. Give them two minutes to talk to their neighbour about the pictures and describe what is happening in each of them.
- Ask volunteers to describe the pictures.
- Tell students to listen to the descriptions and decide the name of the children in each situation.
- Ask individual students to give you complete sentences as in the prompts.

CD script Track 04

Part 1

F *Oh, no, look at the children in the garden, and look at all the dangers!*
M *And Mrs Nawzad is busy in the kitchen, so she hasn't seen them.*
F *Mrs Nawzad! Come quickly! Dara's trying to make a toy car, and he's going to hit himself!*
M *And look, Mrs Nawzad! Rondik's trying to tie a flower, and she's going to cut herself!*
F *And Mrs Nawzad, look! Sirwan is trying to pick an orange, and he's going to fall and hurt himself!*
M *And Mrs Nawzad, quick! Zara and Lawik are trying to light a fire, and they're going to burn themselves!*

Answers

1 Sirwan   2 Rondik   3 Zara and Lawik   4 Dara

- Play Part 1 of the recording again while the students are looking at the pictures.
- Write the first cue on the board: *Sirwan / try / pick / orange.*
- Ask one of the students to tell you what Sirwan was trying to do. (Answer: *Sirwan was trying to pick an orange.*)
- Ask the whole class to repeat the sentence.
- Then let them work in pairs and practise saying what Sirwan, Rondik, Zara, Lawik and Dara are doing in the pictures. Monitor the activity and help students when necessary.
- After a few minutes ask individual students to tell you the correct sentences and have the class repeat.

Answers

Sirwan was trying to pick an orange.
Rondik was trying to tie a flower.
Zara and Lawik were trying to light a fire.
Dara was trying to make a toy car.

B GRAMMAR

Aim: to introduce reflexive pronouns to describe things happening to a person.

- Write the personal pronouns *I, you, he/she/it* on the left side of the board and write the possessive adjectives (*my, your, his/her/its*) next to them, asking students to prompt you as you are writing. Ask students to give you sample sentences using them. Then write *myself* next to *I* and *my*. Then elicit *yourself, himself, herself, itself* for the other lines.
- Repeat with *we, you, they* and *ourselves, yourselves, themselves.*
- Tell students to copy the table in their copy books.
- To practise, delete the pronouns one by one and get students to call out the missing ones you point to.

2

- Write the words *hit, cut, fall and hurt* and *burn* on the board.
- Ask the students which child they think each verb goes with?
- Play Part 2 of the recording to check if they were right. (Answers: *Sirwan: fall and hurt; Rondik: cut; Zara and Lawik: burn; Dara: hit.*)

CD script Track 04

Part 2

F *It's no good! Mrs Nawzad can't hear us. Let's warn the children ourselves!*
M *You're right!*
F *Stop, Dara, or you're going to hit yourself!*
M *Rondik, stop, or you're going to cut yourself!*
F *Stop, Sirwan, or you're going to fall and hurt yourself!*
M *Zara and Lawik, stop, or you're going to burn yourselves!*

- Play the whole recording again and let students repeat after each sentence.
- Then point to the verbs on the board and repeat Mrs Nawzad's warnings.

C SPEAK

Aim: to practise giving warnings in pairs.

1

- Ask students to look at the two pictures and discuss with their partners what warning they would give to Lily and Tom.
- Let them decide the correct order of the warnings.

Answers

Stop, Lily, or you're going to fall and hurt yourself!
Stop, Tom, or you're going to crash and hurt yourself!

- Give them time to practise reading out the warnings.
- Ask two pairs to read out the correct sentences.
- Tell students to write down the correct sentences in their copy books.

2

- Remind students of the domestic accidents they mentioned at the beginning of the lesson, or make up new ones that they might warn their siblings of.
- Let a few pairs tell the others their warnings.

▶ **Do the Activity Book activities on p10 in class or set them as homework at the end of the lesson.**

▶ Lesson 2 Student's Book p19

To start …

- At the beginning of the class remind students of the accidents from the previous lesson.
- Ask if they remember what Tom was doing. (Answer: *He was riding a quad bike into a very dangerous bend.*)
- Tell them that Tom had an accident and ask what they think will happen next.
- Elicit the answer: *He will have to see a doctor.*

D LISTEN AND READ

- Tell students to open their books on page 19 and look at the picture at the top of the page. Ask a few questions to elicit what is happening in the picture.
- Tell students to look at the statements after the dialogue and read the first three before listening to the conversation.
- Ask them what they think they have to do. (Answer: *decide whether the statements are true or false and correct them if they are not true.*)
- Elicit what students think about the first three statements.
- Play the first conversation.
- Give students a minute or two to decide their answer. Then ask individual students to read a statement and say whether it is true or false and correct it if it is false.

CD script Track 05

Doctor *So, Tom, how did you hurt yourself? What were you doing?*
Tom *I was riding my quad bike.*
Doctor *Were you riding fast?*
Tom *Well, I wasn't riding* ***very*** *fast.*
Doctor *And then what happened?*
Tom *I went off the path towards a tree.*
Doctor *Did you crash into it?*
Tom *Yes, and I hurt myself quite badly.*
Doctor *You certainly did! Let me have a look.*

* * *

Doctor *Ah, Mrs Nawzad, what's the problem?*
Mrs N *It's Zara and Lawik. They've got some nasty burns.*
Doctor *Oh, dear, how did they burn themselves like that? What were they doing?*
Mrs N *They were playing in the garden, and they tried to light a fire.*
Doctor *Let me have a closer look.*
Lawik *It hurts.*
Doctor *Don't worry. I'm going to try to help.*
Zara *Thank you, Doctor.*
Doctor *Were you with them in the garden, Mrs Nawzad?*
Mrs N *No, I'm afraid I wasn't. I was making lunch in the kitchen.*
Doctor *And then the accident happened.*
Mrs N *That's right.*
Doctor *There are so many dangers around the home for young children. We have to watch them all the time!*

Answers

1 True 2 False (He was riding quite fast.) 3 True

- Play the recording again for students to check their answers.
- Repeat the same procedure for the next three statements about Zara and Lawik's accident.

Answers

4 False (Their mother was making lunch. It was before lunch.) 5 False (She was in the kitchen preparing lunch.) 6 True

E GRAMMAR

Aim: to explain the rules of forming correct present continuous sentences. By now students are familiar with how it is used but the rules need to be confirmed. You can use the explanations and examples on page 24 if you think students need more information.

1

- Write the first statement on the board and ask students to identify the tense, how it is formed and what it is used to express.
- Write the first question in jumbled order on the board and get students to copy it in their copy books in the correct order. Ask one of the students to write it on the board and check if it is correct.

2

- Put students in small groups and ask them to choose one of the dialogues and practise reading and acting it out.
- Monitor as the students are practising and help them if necessary. Encourage them to use intonation and interjections to make the conversation more realistic. You can also help them add extra information to the conversation.
- Choose some of the more successful groups to act out the dialogue to the class.
- Then give the groups some more time to practise on their own.

▶ **Do the Activity Book activities on p11 in class or set them as homework at the end of the lesson.**

F SPEAK

Aim: to encourage students to use the same grammar structure to talk about themselves.

- Tell students that Tom's accident happened at 2 p.m. yesterday.
- Tell them what you were doing at the time. For example: *I was correcting English tests.*
- Tell students to think about what they were doing then and to tell their partners.
- Ask some of the students to tell the class what they were doing.

Extra activity

- Put students into small groups of four or five.
- Give students cards with verbs on them (e.g. *cut, drive, water*, etc.).
- One of the students in each group is a detective and is investigating a murder case. Tell the other the students that they are suspects and they have to tell the detective what they were doing at the time of the murder.
- Ask the 'detective' to tell the rest of the class what the people in their group were doing and who they suspect of the murder.

While she was working, he came downstairs.

Lesson 3 Student's Book p20

Grammar
Past continuous + past simple
Adjectives and adverbs
Vocabulary
Emergencies; Emergency services; Vocabulary list p25

To start …

- Draw a clock on the board and ask one of the students: *What were you doing at* (point to the time and say it) *last Sunday?*
- After answering, ask the student to come to the board, draw a clock and ask another student a similar question.
- Ask students to practise doing the same in pairs, taking turns drawing clocks in their copy books and asking their partner what they were doing at that time on a particular day.
- You can make the activity more interesting by giving the students verb cards and asking them to answer the question using the verb on the card in a positive or negative sentence.

A READ

Aim: to practise reading for specific information and gist; skimming and scanning a text for particular information. Also, to practise using referencing words like pronouns to avoid repetition and create texts.

1

- Write the title of the article on the board and ask students: *What do you think the text is about?* (Answer: *It's about how a family survived a very dangerous fire in their home.*)
- Divide the class into eight smaller groups by going around the classroom pointing at students and counting from one to eight until every student has a number, and then put all the students with the same number into groups.
- Tell students to read only the question that matches their group number and try to find the answer to their question in the text and underline it.
- Give them two to three minutes and then ask each group to select one person to read the question and another to read the answer and say which line it is in.
- Once they have answered every question, students will have a clear idea about the story.
- Ask additional questions if you think it is necessary.

Important: This text is to support extensive reading. Don't use it to read and translate every sentence. Students need to develop their scanning and skimming skills. Reading aloud is also not recommended unless you want students to practise pronunciation. Concentrate on students understanding the questions and the answers instead.

- You can write short answers to each question on the board and encourage students to copy them in their copy books in the correct order. With a stronger group you can give them only the words in bold below and encourage them to create the sentences.

Answers

1 *She started **cooking**.*
2 *Because Toby, her younger brother, was **hungry**.*
3 *He started to **go down** to the kitchen.*
4 *No, she wasn't. She was **helping** Toby who fell.*
5 *She called 999 on her **mobile phone**.*
6 *They were **upstairs** at the **window**.*
7 *He **covered** his head with his **coat** and went inside.*
8 *The **fire brigade** arrived and **rescued** the family on a **ladder**.*

2

- Ask a student to read out the first sentence and decide what *it* refers to in it. (Answer: *c) the fire*)
- Tell students to read the rest of the exercise and decide what the words/phrases in bold refer to.
- Then ask individual students to read out the sentences and give you the correct answer. Ask the rest of the class if they agree.

Answers

Line 16: c *Line 35: b*

B GRAMMAR

Aim: to demonstrate the difference between using the past continuous and the past simple for past events.

1

- Write the third sentence in the box on the board. (*While she was working, he started to come downstairs.*)
- Ask students to copy the sentence in their copy books, and underline and label the past simple and the past continuous verb forms in it.
- Elicit the difference between *was working* and *started*.
- If students need more help, discuss the use of the tenses using the notes on page 24.

2

- Tell students to look for further examples of the past simple in the text.
- Ask a few volunteers to read them out, stating the line number where the verb can be found.
- Repeat the same procedure for the past continuous.

▶ **Do Activity Book exercises 1 and 2 on pp12–13 in class or set them as homework at the end of the lesson.**

C SPEAK

Aim: to practise using the past simple to describe actions taking place at a certain moment in time.

- Ask students what they usually do at the beginning of a lesson.
- Take note of their suggestions on the board. You can help the process by mentioning one or two of the examples from the Student's Book.
- Ask one or two students, using the prompts in the Student's Book.
- Let students practise asking and answering the questions: *What where you doing when .., What was she/he doing when …, What were they doing when …* in pairs.
- You can encourage them to use expressions from outside the school context if you think they can do it. For example: *What were you doing when the match started?* or *What was your mother doing when you got home yesterday?*

▶ Lesson 4 Student's Book p21

To start …

- Remind students of Julie's story and encourage them to recall as much as possible of the events without looking at the text.

D READ AND SPEAK

Aim: to practise reading and story-telling.

- Write the following words on the board in random order: *mobile phone, pan, firefighters, hungry, water, hospital, upstairs, fell, ran upstairs.*
- Tell students to work in pairs and try to put the words in the order they think they appear in the text. They should write their answers in their copy books.
- Ask a pair to read out their order and number the words on the board accordingly. Ask other students if they agree.
- Ask a few students if they remember the context and try to create sentences using the phrases on the board.
- Let them practise doing this in pairs before they open their books.
- Tell students to look at the sentences a–i, put them in the correct order, and write them in their copy books. Tell them not to look at the text while they're doing this.
- Ask a pair to give you the order that they put the sentences in. Check with other students that they agree.
- Ask one pair to read out the sentences in the correct order.
- Let students read out the sentences in the correct order in pairs.

Answers

1 f 2 d 3 h 4 b 5 e 6 a 7 g 8 i 9 c

E GRAMMAR

Aim: to help students identify and use adjectives and adverbs to describe events or states.

1

- Write the first and the third sentence on the board: *The Horne family had a lucky escape last night*. and *It exploded violently.* Write the words *adverb* and *adjective* and ask students to decide which they can find in the sentences. Tell students to copy the sentences in their copy books and underline the adverb and the adjective.
- Discuss with the students how these words change the meaning of the sentences. (Answer: *They add extra information and help describe the events and states.*)

2

- Tell students to find as many adjectives and adverbs in the text as they can in three minutes.
- Check how many they have found and ask one pair to read out the adjectives and another pair to read out the adverbs.
- Tell students to copy the adjectives and the adverbs in their copy books in two separate columns.
- Ask students if they can add one or two extra examples to both groups.
- If students have problems with this activity, tell them to refer to page 25.

▶ **Set activity 3 in the Activity Book as homework. Or do it in class if you have time.**

F SPEAK

Aim: to encourage students to talk about themselves, using the 'be frightened of' structure.

- Ask one of the students to read out the speech bubble. Ask a few students: *Are you frightened of being up high on a ladder?* and *Are you frightened of rats?*
- Give them an example of what you are not afraid of and something that you are afraid of.
- Write the structure on the board: *I'm not frightened of …, but I'm really, really frightened of … .*
- Tell them to copy the structure and complete the sentence with information that is true for them.

Note: If you think this activity is too embarrassing for them, let students say sentences about other people in their family, their friends or about imaginary characters.

Telling a story

Lesson 5 Student's Book p22

To start …

- Tell students to open their Student's Books on page 22 and discuss what they can see. (It is a map describing a bank robbery.)
- Discuss what a bank robbery is and what happens in a bank robbery. Who are the people involved in a robbery and how are bank robberies solved?

A LISTEN AND DO

Aim: to practise listening for specific information.

2

- Tell students to read the questions before they listen to the first part of the conversation.
- Play Part 1 of the recording.
- Give students a minute or two to discuss their answers to the questions.
- Play the recording again.
- Let students discuss their answers. Then ask individual students to read out the questions and the answers.

CD script Track 06

Part 1

Peter *Hi, Mum!*
Mum *Oh, hello, Peter, dear. Where are you?*
Peter *I'm walking along Green Street. I'm just opposite Park Road. I'll be home soon.*
Mum *Good. I'll make some tea.*
Peter *… Oh, wow!*
Mum *What is it, Peter?*
Peter *Two men are running out of the City Bank with two great big bags. And some money is falling out. I think they're robbing the bank. They're bank robbers!*
Mum *A bank robbery!*
Peter *Now they're jumping into a car in front of the bank.*

* * *

Peter *They're coming this way.*
Mum *Be careful, Peter. They may be dangerous!*
Peter *They're turning right into Park Road.*

* * *

Peter *And now I think they're turning right. They're taking the second right into Lake Street.*
Mum *Quick! You should call the police.*
Peter *I'm going to!*

Answers

1 *Peter and his mum.*
2 *He is walking along Green Street.*
3 *Home.*
4 *A bank robbery.*
5 *Call the police.*

3

- Play Part 1 of the recording again and ask students to listen carefully and follow the car's route.
- If necessary play the recording again, pausing after each sentence so that students can follow the route.
- Let students work in pairs and trace the route of the car and say where the car is at each stage.
- Ask one or two pairs to tell the rest of the class the description.

4

- Tell students that they are the police officers talking to a witness. Ask them to copy the police officer's notes in their copy books and complete it as they are listening.
- Play Part 2 of the recording twice, leaving a short pause between playing it so that students can complete their notes.
- Ask one of the students to give you the missing information.

CD script Track 06

Part 2

Officer *Are you Peter Stone?*
Peter *That's right.*
Officer *Thanks for calling us. Now … what were you doing when the robbery happened?*
Peter *I was walking home.*
Officer *When did the robbery happen?*
Peter *At about 4.45 – around five minutes ago.*
Officer *Did you see it clearly?*
Peter *Yes, I did. Two men ran out of the bank. And they were carrying two big bags of money.*
Officer *What happened then?*
Peter *They jumped into a car in front of the bank.*
Officer *Can you describe the car?*
Peter *Yes, it was blue. And the registration number was OV09 PBD.*
Officer *Which way did it go?*
Peter *It turned right into Park Road.*
Officer *And did you see anything after that?*
Peter *I think it took the second right into Lake Street.*
Officer *Good! … Calling all units. This is Delta Two Three calling. I have information on the City Bank robbery on Green Street.*
Pilot *Go ahead, Delta Two Three. I'm turning towards Green Street now.*
Officer *The robbers are in a blue car, registration number OV09 PBD. A witness saw the car turning from Park Road into Lake Street.*
Pilot *I'm following Lake Street now … and I can see the car! It's travelling very fast. Calling all units. The car is travelling north-east along Lake Street towards …*
Officer *Well … thanks to you, Peter, those bank robbers aren't going to get very far. Well done!*
Peter *Thanks!*

B PRONUNCIATION

Aim: to practise the falling and rising intonation of questions to improve student's pronunciation.

1

- Let students practise reading the questions in pairs before they listen.
- Play the first question and ask students: *Up or down?* (Answer: *Up*.)
- Play the rest of the recording repeating the same question.

CD script and answers Track 07

1 *Are you Peter Stone? (up)*
2 *What were you doing when the robbery happened? (down)*
3 *When did it happen? (down)*
4 *Did you see the robbery clearly? (up)*
5 *What happened then? (down)*
6 *Can you describe the car? (up)*
7 *Which way did it go? (down)*
8 *And did you see anything after that? (up)*

2

- Play the first question and ask students to repeat it chorally or ask individuals to repeat it.
- Then play the rest of the questions and encourage students to repeat them with the correct intonation.

Tip: You can encourage them to exaggerate and mime a little so that it is more memorable.

C SPEAK

Aim: to practise telling a story.

1

- Tell students that Peter has just got home after talking to the police and his mother/father wants to know what happened.
- Elicit some of the questions students think the mother/father would ask in this situation. Write the questions or hints on the board to help students. You can also ask them to copy the questions/hints in their copy books.
- Let students ask and answer the questions in pairs. Monitor the activity and help when necessary.
- After a few minutes ask volunteers to act out the conversation between Peter and his mother/father.

2

- Tell students to do activities 1 and 2 in their Activity Books.
- Follow the instructions for activity 3 in the Activity Book to prepare students to talk about another robbery.
- Students decide who is the witness and the officer. The witness draws a map (Map 1) of the events while the officer lists the questions to ask.

- Students who are witnesses practise the description without showing the map. The student who plays the role of the police officer takes notes and draws a map following the description given by the witness.
- At the end of the conversation the students compare maps. They should be the same.
- Then they swap roles and practise the conversation.

3

- Students take turns to be the police officer and the witness at another robbery – it doesn't need to be a bank robbery this time.
- Tell students to interview each other.

▶ Lesson 6 Student's Book p23

To start …

- Ask students to look at the pictures on page 23 in the Student's Book for one minute and try to memorise what is happening in each of them.
- Tell students to close their books. Make statements about the pictures in a random order and encourage students to tell you which picture you are talking about.

D WRITE

Aim: to write a short story about an accident using the simple past and the past continuous tenses to describe the events.

- Tell students to open their books and decide the sequence of events in pairs.
- Ask individual students to tell you the correct order of the pictures.

Answers

1 e 2 b 3 d 4 c 5 f 6 a

- Tell students to write sentences about each picture using the prompts under them.
- Ask individual students to read their sentences in the correct order to the rest of the class.
- Write *while* and *when* on the board.
- Ask one student to read the first sentence using the prompt from the picture and the verb in brackets in the correct form: *While the Wilson family were staying in Silemani, they went to visit the great falls at Ahmadawa.*
- Let students construct similar sentences with the other five prompts.
- Ask individual students to say their sentences.

Answers

b While the others were looking at the waterfall, Adam climbed over the safety rail.

c While Adam was climbing down the cliff, he fell and hurt himself badly.

d While his dad was rescuing Adam, the tour guide called the hospital for help.

e When the paramedics arrived, they looked after Adam and took him to hospital.

f When Adam left the hospital the next day, the doctor said, 'I don't think you're going to do any more climbing for a few weeks!'

- Follow the instructions on page 15 in the Activity Book to revise the sentences and then tell students to write down the story in a paragraph.

E UNIT TASK

- Students have to tell a true but simple story to their partner in six to eight sentences.
- They can write their stories in their copy books as homework.

LANGUAGE FOCUS

- This summarises the main grammar points and vocabulary of the unit. This material is not strictly for the classroom, but you can take advantage of it during the unit or as a separate revision of the main parts of the unit together with the practice exercises in the Activity Book.

TO HELP YOU STUDY

- This section gives students useful tips on how to improve their learning, as well as various methods to help them acquire and organise new vocabulary on the road to learner independence.

2 LITERARY READER

Around the World in Eighty Days by Jules Verne

Aim: to improve students' extensive reading skills and promote reading for pleasure.

Episode 2: The race to India

- **Independent reading**: set the task for reading at home **at the beginning of the unit** and tell students to keep a reading diary in which they keep notes of what happened and where the protagonists are.
- **In-class reading:** sometimes you may want to read out the episode to the students as they read along.
- After reading the text either at home or in class, have a quick discussion about the episode.
- Point to the timeline in the classroom or ask students to look at their notes in their reading diary, to revise what has happened so far.
- Ask students to point out London and the previous destinations and dates on the map.
  - Charing Cross Station, London, 2nd October 1872, 8.45 p.m.
- Then point to the map and discuss with the students where the travellers are after Episode 2: Bombay, 20th October 1872, 4.30 p.m.
- To start a plot summary, you might want students to do the activity on page 73 of the Activity Book.

Did you know?

- The aim of this part of the book is not teaching grammar or vocabulary, it is designed to encourage students to learn about the world around them. It also gives students an opportunity to research and find out more about a topic if they are interested.

Tip: You can always suggest that students visit en.wikipedia.org if they want to find out more about the topic discussed in the *Did you know?* section.

1 When was the Suez Canal completed?
(Answer: *1869*)

2 When was the Panama Canal completed?
(Answer: *1914*)

3 Why were these canals important?
(Answer: *because they made travel and transport faster and safer.*)

Task: Find out how long it took to build the Suez Canal.
(Answer: *11 years. They started building it on 15th December 1858.*)

3 LESSONS 1&2

EAT WELL – BE WELL

How many do we need?

Lesson 1 — Student's Book p28

Grammar
some and *any*
much and *many*
a, some and *the*

Vocabulary
Food and nutrients; Food containers; Quantities; Vocabulary list p35

To start …

- Write the title of the unit on the board: *Eat well – be well* and have a discussion with the students about what they think it means. (Answer: *eating healthy food makes you healthy.*)
- Talk about healthy and unhealthy foods and drinks and discuss why they think some foods are healthy and others are not.
- You can also bring pictures of foodstuff to the class and recycle words students learnt in previous years.

A LISTEN AND DO

Aims: revising familiar food vocabulary and introducing names of new food items. Students also improve their memory with a memory game.

- Tell students that they are going to play a memory game. Tell them to open their books on page 28. Give them exactly one minute to look at the pictures and try to memorise the food they can see.
- Tell them to close their books and work in pairs and try to write a list of all the items they can remember in two minutes. The pair with the most items reads out their list. Encourage them to use *There is some/There are some.*
- Ask other students to add to the list if they can. Write their answers on the board.

1

- Tell students to work in pairs again. They open their books and read the words in the box and try to match them with the numbers in the picture.
- Start calling out the numbers (perhaps in random order to make it a bit more challenging) and ask one of the students to come to the board and number the items on it as the other students say the name of the item.
- For example, you say: *Number 20*. Students say *eggs*. The student at the board writes the number *20* near the word *eggs*. If the word is not on the board yet, the student writes it there and numbers it.
- Repeat this until all the numbers have been called and all the words have been numbered.

Answers

1 lemons	*2 lettuces*	*3 olives*
4 onions	*5 oranges*	*6 potatoes*
7 tomatoes	*8 butter*	*9 milk*
10 yoghurt	*11 cheese*	*12 bread*
13 coffee	*14 tea*	*15 lemonade*
16 orange juice	*17 chicken legs*	*18 fish*
19 kebabs	*20 eggs*	

2

- Let students look at the box and match the words with pictures a, b, c and d. Check their answers and write the words on the board.

Answer

a tomato paste *b bread rolls* *c cola* *d ground meat*

3

- Tell students that Lucy and Tim are going shopping. Ask them to copy the list of items in their copy books. Remind them of the expressions we use for containers and measurements.
- Tell them to close their books and listen to the recording. Then, working in pairs, they try to remember the items and quantities they have to buy.
- They listen again, now with the books open, and complete the list.
- Ask individual students to read out the items. Check if they use the right expressions for containers and measurements.

CD script Track 08

Members of the Junior Football Club are planning its Bonfire Night party.

Leo	*All right, everyone. There isn't much time before Bonfire Night, so let's check our plans. Dave and Jane, you're going to look after the fire and the fireworks, right?*
Dave/Jane	*Right.*
Leo	*And Annie, Carl and I are going to sell the tickets.*
Annie	*Yes, we're going to try to sell 150.*
Leo	*And Lucy, you and your brother are going to do the food.*
Lucy	*Yes, and because we only have a little time, we're making it very simple. We're just doing burgers and chips.*

* * *

Lucy	*Next, Tim, we need some ground meat.*
Tim	*How much do we need?*
Lucy	*Ten kilos.*
Tim	*Ten kilos! That's a lot of meat!*
Lucy	*Well, a lot of people are coming.*
Tim	*How many?*
Lucy	*About 150. Now, what's next? Yes, we want some onions, too.*
Tim	*How many should we get?*
Lucy	*We only need a few. Two kilos should be enough.*
Tim	*While we're here, do we need any other fruit and vegetables? What about some tomatoes?*
Lucy	*No, we don't need any tomatoes, but we have to get some tomato paste.*
Tim	*How much, do you think?*
Lucy	*Quite a lot. Let's get four cans.*
Tim	*What else do we need?*
Lucy	*Well, we need some bread rolls. They sell them in bags.*
Tim	*How many are there in a bag?*
Lucy	*Twenty, so let's get eight bags.*
Tim	*Right.*
Lucy	*And we need some packets of paper plates.*
Tim	*How many?*
Lucy	*There are 50 in a packet, so we don't need many. Just three.*
Tim	*Right.*
Lucy	*And I think that's everything.*
Tim	*No, wait. We haven't got anything to drink.*
Lucy	*You're right. We haven't got any fizzy drinks. So could you get me some large bottles of cola, please?*
Tim	*How many?*
Lucy	*Let's say twelve.*

Answers

ground meat	*10 kilos*
onions	*2 kilos*
tomato paste	*4 cans*
bread rolls	*8 bags*

B GRAMMAR

Aim: to revise and extend the quantifiers students already know.

1

- Write the first three sentences on the board. Underline the quantifiers and ask students what they mean and when we use them.
- Then write *much/many/a little/a few/a lot of* on the board and ask students to explain to you how to use them.
- If they have problems remembering these phrases, you can ask them to look at page 34.

2

- Play the recording again and ask students to listen carefully to find more examples of the quantifiers on the board.

Answers

*We need **some** ground meat. **A lot** of people are coming. We want **some** onions, too. Do we need **any** other fruit and vegetables? We have to get **some** tomato paste. How **much**, do you think? Quite **a lot**. We need **some** bread rolls. How **many** are there in a bag? We need **some** packets of paper plates. How **many**? There are 50 in a packet, so we don't need **many**. We haven't got **any** fizzy drinks. So could you get me **some** large bottles of cola, please?*

▶ **Start doing activities 1 and 2 on page 18 in the Activity Book in class. After a few examples, tell students to try and complete them at home.**

Lesson 2 Student's Book p29

C SPEAK

Aim: to practise talking about buying foods and using quantifiers.

1

- Tell students to look at the supermarket and write a shopping list of five to ten items of things that they would buy for a party or a picnic.

2

- Get students in pairs and tell them to try to guess the items and the quantities on their partner's list.
- Write the structures on the board and demonstrate asking and answering the questions by inviting students to guess some items on your shopping list. *Are you going to buy any ________? How many/much ________ are you going to buy?*
- Let students work in pairs. Monitor the activity and help if necessary.

3

- At the end of the activity let students compare their lists.
- Ask one or two pairs to act out the dialogue or read out each other's lists.

D LISTEN AND READ

Aims: to practise listening comprehension and improve summarising skills. Students use the new expressions and learn to describe a sequence of events and actions.

1

- Tell students to open their books on page 29 and look at the picture.
- Ask a few questions to help them describe what is going on in the picture and what the different characters are doing.
- Tell students to close their books and listen to the conversation.
- Ask a few comprehension questions, for example: *Who are the people talking? (Tom and Lucy) What are they preparing? (Burgers) Is Lucy happy with how Tom is helping her? (Yes, but she wants him to be quicker.)*

CD script Track 09

Lucy *Right, Tim, we've got enough chips, so could you help make a few more burgers? I can't make them fast enough.*
Tim *Sure. Just tell me what to do.*
Lucy *Well, first cut some onions into very small pieces. Then take some meat and some tomato paste … and mix the meat, the paste and the bits of onion together.*
Tim *OK. And what do I do next?*
Lucy *Get a pan and heat a little oil in it.*
Tim *And then?*
Lucy *Put the burgers in, and cook them for about ten minutes.*
Tim *What else do I need to do?*
Lucy *Get some bread rolls and cut them. And you also need to prepare some lettuce.*
Tim *Oh, look, the fireworks are starting!*
Lucy *Very pretty! But come on, Tim, we have to keep cooking.*
Tim *OK, OK!*

2

- Tell students to read the sentences quietly and discuss with their partners what they think the missing words and phrases are.
- Play the recording and encourage students to write the missing words and phrases in their copy books.
- Let students compare their answers.
- Play the recording again so that students can check and revise their answers.
- Ask individual students to read out their answers.

Answers

1 *chips, burgers*
2 *onions, pieces*
3 *meat, tomato paste*
4 *oil, pan, minutes*
5 *bread rolls, lettuce*

E GRAMMAR

Aim: to reinforce the use of definite and indefinite articles, and *some.*

1

- Ask individual students to read the sentences and comment on the use of *a*, *some*, and *the*.

2

- Tell students to find further examples of *a*, *some*, and *the* in the conversation between Tom and Lucy.
- Get students to read out the phrases to the rest of the class. Ask the class to give feedback on whether they are correct or not.

F LISTEN AND SPEAK

Aim: to revise the vocabulary and reinforce the grammar of the lesson in a playful way.

- Tell students to look at the pictures on page 28 and think of an item they would buy.
- Say the first sentence, for example: *We bought some bottles of cola.* Invite a student to repeat your sentence and add something. Then the next student repeats your sentence with what the other student added, and adds his/her own item.
- If your class is very big, you can get students in two or three bigger groups and the group finishing first without a mistake is the winner.

Tip: If you think this activity is too difficult for your students, you can ask them to write the words on sheets of paper and have a round with them seeing the other students' words. Then play again, this time with not showing the cards unless the student does not remember an item.

Extra activity

- You can also play this as an elimination game. The student who does not remember is 'out' and the circle goes on until there is only one student left.

Types of food that you need

Lesson 3 Student's Book pp30–31

Grammar
a, the and zero article
Relative pronouns *who, which* and *that*

Vocabulary
Healthy diet and food groups; Vocabulary list p35

To start …

- Write *healthy food* on the board and ask students to give you examples of foods they think are healthy.
- Write their suggestions on the board. Try to write them in groups according to the six food groups in the reading text.
- Ask students: *What healthy foods did you have for dinner last night?*

A READ

Aims: to practise reading for specific information and reading for the gist skills. Students practise dealing with longer reading passages. It's important that you don't explain any of the unknown words at this stage because the aim of the activity is to use the text to do the activity. Also, there is no need to read the texts out loud at this stage.

1

- Tell students to look at page 30 of their books and study the text.
- Ask:
  - *Where is the text from? (A magazine)*
  - *Who wrote the article? (Dr Lynda Hill)*
  - *What's her job? (She's a nutritionist, a doctor who deals with healthy eating.)*
  - *Who is the magazine for? (Teenagers)*
  - *What is the text about? (Eating healthy food.)*
- Tell students to look at the diagram under the text for one minute.
- After they close their books ask them:
  - *How many groups of food are there? (Six)*
  - *Which groups do you remember?*
- You can use the food items on the board to check if they can remember/work out which foods belong to which group.

2

- Tell students to read the five statements and decide if they are correct without reading the text. (This is important so that they can have a general idea about the text before they read it. It also gives them a chance to realise that in many cases their general knowledge can help them solve activities like this and when they read the text, it only confirms what they already know. This is a vital skill students need to have when reading for academic purposes later.)
- Have students check with their partners if they agree.
- Let students read the text to find the answers.
- Invite individual students to read out the sentences, and ask the class if they are correct or to correct them if necessary.

Answers

No. His only good meal is dinner.

No. A lot of young people that go to see Dr Hill have the same problem.

Yes. He has to have time to have breakfast in the morning.

No. He should try to change to a healthy diet.

No. There are 50 important nutrients (healthy stuff contained in food) that your body needs.

3

Note: This is a very important activity, which often appears in Lesson 3 of a unit. The aim of this activity is to sensitise students to the importance of reference within the text.

- Let students work in pairs and decide what the phrase refers to in paragraph 4.

Answer

b To get energy you have to eat food.

B GRAMMAR

Aim: to revise and systematise the use of articles.

1

- Invite individual students to read out the sentences and discuss the reasons for the choice of words in bold.

Answers

1 ***a bag of chips*** – because bag is countable and he only gets one.
2 ***some chips*** – because chips is in the plural and the exact quantity does not matter.
3 ***the school bus*** – because it refers to one particular bus: the one at 7.30 he uses to go to school.
4 ***(–) bad headaches*** – because *headaches* is in the plural.

2

- Tell students to look back at the text and try to find examples of *a, an, the, some* and the zero article.
- Let students compare their lists and ask some of them to read out their answers and check if they are correct.
- If you think students may have problems with understanding this, ask them to use the reference section on page 34 while working on the activity.

▶ **For further practise, ask students to do activity 1A in their Activity Book in pairs. Then check their answers by inviting individual students to read out the sentences. Then divide the class into three groups, and let each group do one part of activity 1C. Let the groups read out their answers. If you think students can manage it, you could set activity 1 in the Activity Book for homework.**

▶ Lesson 4 Student's Book p31

To start …

- At the beginning of the class revise what students have learnt about the food groups and a healthy diet. Name some of the food groups and encourage students to mention items that belong to each group.
- You can also encourage them to design their own pyramid pizza and describe it to each other, explaining why their pizza is healthy.

C READ AND SPEAK

Aims: to explain the meaning of the title; to help students with understanding and explaining the main message of the article. Students also practise describing a diagram.

1

- Ask students to work in pairs to read and discuss the three alternatives and decide which one best describes the meaning of the title.
- Ask one of the students to give the rest of the class their choice. (Answer: *c, the title asks for a pyramid pizza.*)

2

- Ask students to read the first sentence and decide how they would continue it. Ask one of the students to tell you their version.
- Let students read the rest and try to complete the text.

Note: Try encouraging students to read and speak only at this stage, rather than writing the answers down. In the Activity Book activity later, they will get a chance to write their ideas down when they are more aware of the use of relative pronouns.

- Ask a few students to tell the rest of the class their description. You can also start with one student and ask other students to continue sentence by sentence.

D SPEAK

Aims: to let students use the new vocabulary in a personalised context, where they talk about themselves. Students also learn to express agreeing and disagreeing with each other.

- Say an example sentence, for example, *I really like carrots.* Ask one of the students: *How about you?* Encourage the student to reply by saying: *I love them, too.* or *I can't stand them.* Then say: *I don't like bananas.* Ask a student: *How about you?* Encourage the student to reply by saying *I love them.* or *I can't stand them, either.*
- Write your sentences and the answers on the board and explain that we use *too* when we agree with a positive statement and *either* if we agree with a negative statement.
- Ask students to think of foods they like and don't like. In pairs, students tell each other what they like and don't like and ask about their partner's opinion.

E GRAMMAR

Aim: to introduce the relative pronouns in defining relative clauses.

1

- Write the two sentences from the box on the board and leave out *who/that/which*. Ask students *What are the missing words. Why?*
- Discuss the function of relative clauses. (To give new, additional and important information about the person(s) or thing(s) in the main clause.)
- Make sure that students realise that they can use *that* in both sentences, but *which* only for things and *who* only for people.

2

- Tell students to look back at the text on page 30 and find other examples of defining relative clauses.
- Ask a few students to read out the sentences they have identified.

▶ **Tell students to look at activity 2 in the Activity Book on page 20, and complete the first sentence. Ask one of the students to read it out. Then either set the rest as homework or let them finish the activity in class.**

F SPEAK

Aims: to let students talk about the most important information in the unit and the book so far. This gives them a chance to revise vocabulary and the characters in the story, and helps them remember the language learnt so far.

1

- Tell students to look at the pyramid pizza on page 30 and design their own (or if they have already created their own, use that one).
- Let them explain the ingredients of their pizzas and then ask and answer questions about the importance of the ingredients in their pizzas, using the sample sentence and answer.

2

- Tell students to close their books and think of the characters they have met so far. You can write the names on the board.
- Start talking about one of them, e.g. *He is Canadian.* Let the students guess who you are describing chorally.
- Then tell students to work in pairs and describe one of the characters for their partner to guess. If they guess correctly, they get to give the next description. If they can't guess correctly, the first student gives the next description, too.
- At the end let one of the more able students give the descriptions while the other students guess the character.

Explaining your culture: food

Lesson 5 Student's Book p32

To start …

- This unit is about healthy foods. Ask students to call out healthy Kurdish dishes, how they are prepared and which food groups they contain.
- You can also ask them about unhealthy Kurdish foods.
- Write *Thanksgiving* on the board and ask students what they thinks it means.

Cultural note: Thanksgiving is an American celebration. It commemorates the founding fathers' first harvest in 1621 in Plymouth, Massachusetts. (For more information, you can visit: http://en.wikipedia.org/wiki/Thanksgiving_(United_States))

A READ

Aim: to learn to understand the main concept of a poem and develop a sensitivity to poetic language.

1

- Tell students to open their books on page 32, look at the picture, and discuss what the first line in each stanza (*Thank You*) and the title might refer to?
- Ask one of the students to read out the first stanza and discuss who they think 'you' is in the first line? (There are no right or wrong answers to this question. God or nature can be possible answers.)

2

- Tell students to close their books and listen to the poem. Then repeat the questions from exercise 1 and see if the students have any new answers or suggestions.

CD script Track 10

Thanksgiving *(by Ivy O. Eastwick)*

Thank You
for all my hands can hold –
apples red,
and melons gold,
yellow corn
both ripe and sweet,
peas and beans
so good to eat!
Thank You
for all my eyes can see –
lovely sunlight,
field and tree
white cloud-boats
in sea-deep sky,
soaring bird
and butterfly.
Thank You
for all my ears can hear –
birds' song echoing
far and near,
songs of little
stream, big sea,
cricket, bullfrog,
duck and bee!

3

- Play the recording again. Pause after every verse and ask: *What is the author saying thank you for?* (Answer: *verse 1 – things you can eat; verse 2 – things you can see; verse 3 – things you can hear.*)
- Ask students to open their books and in pairs decide what each verse is about.

4

- Use a monolingual dictionary, or your own definitions, and talk about some of the things mentioned in the poem. For example:
  - *a hard round fruit that is white inside and has a smooth green, yellow, or red skin, which is called peel when it has been removed (apple)*
  - *American English for sweetcorn or maize: small yellow seeds that are cooked and eaten as vegetable (corn)*
  - *the light from the sun (sunlight)*
  - *the space above the earth that you see when you look up into the air (sky).*

5

- Ask students if they remember what *corn* is? Let one of them read out the two possible definitions and decide which definition is the correct one. (Answer: *b*)
- Tell students to work in pairs and figure out what *ripe* and *soaring* mean in the other two verses. (Answers: *ripe – b*; *soaring – a*)

6

- Make sure that there are no more unknown words in the poem.
- Play the recording of the poem again and let students listen with their books closed.
- Play the recording again verse by verse with the students following the text with their eyes.
- Ask individual students to read out the verses.
- Then let students read the poem themselves.

▶ **If there is time, students can try to recreate the poem or create their own version, using activity 2B in the Activity Book. Otherwise you can set this exercise as homework. You can encourage students to illustrate their poems, if they wish.**

Lesson 6 — Student's Book p33

B WRITE

Aims: to learn the rules of writing a description and identify topic sentences; to practise using the articles.

1

- Tell students to open their books on page 33 and look at the picture on the right. Encourage them to say as much as possible about what the people are doing. They can guess that: 1, they are probably Japanese, 2, they eat with chopsticks, and 3, they eat healthily.
- Ask students what they know about Japanese cuisine. They may know that 1, it is healthy, 2, they eat a lot of fish and 3, they eat little meat or dairy products. (You could also make this a web-quest assignment for them.)
- Divide the class into three groups and let them complete one of the paragraphs with the missing article if necessary. (Don't spend much time on this though, as the focus is writing.)
- Ask individual students to read out the text sentence by sentence and check their answers.

2

- Explain to the students what topic sentences are and where they can find them. (You can also encourage them to figure out what the topic sentence is by giving them an example and trying to guide them to the correct answer.)
- Ask students to copy the topic sentence from the first two paragraphs into their copy books.
- Ask individual students to read out their chosen topic sentences and check if the rest of the class agrees with them.

3

- Tell students to look at the last paragraph and try to think of a topic sentence.
- Then let them read the three alternatives and decide the one they would choose. (Answer: *c Here's how to cook this traditional Japanese dish.*)
- Tell students to read the text and then, looking at the picture of the ingredients, try to explain to their partners how to make *nabemono*.

C UNIT TASK

Aim: to use the vocabulary and grammar of the unit in a real-life situation. This task helps students to personalise the material of the unit.

1

- Tell students to think of their favourite traditional foods.
- Take a note of them on the board.
- Ask students what they think Kurdish cuisine is like. *Is it healthy? Is it easy to prepare? How many of the six food groups do you use in Kurdish cooking?*
- Get students into pairs and ask them to try to complete the sentences.
- Ask pairs to read their sentences to the rest of the class to check if they agree, and discuss if you or some of the other students don't agree.

- Either have the class decide on a favourite dish or alternatively let students choose any of the dishes you write on the board and discuss with their partners what ingredients they need for it.
- Once they have the list of ingredients, let them describe how they combine them and prepare the food. The students then write their preparation explanations down in their copy books using topic sentences.

▶ **Tell students to open their Activity Books and, using their notes and following the steps in the Activity Book, write their own description. Try to start this activity in class and let students complete it at home.**

LANGUAGE FOCUS

- This summarises the main grammar points and vocabulary of the unit. It also gives students useful tips to improve their learning. This material is not strictly for the classroom but you can take advantage of it during the unit or as a separate revision of the main parts of the unit.

TO HELP YOU STUDY

- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of these techniques.
- **Important note:** Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find their favoured methods. These ideas are not for assessment.

Answers

3 bottle/orange/top; cola/bone/kilo; stomach/honey/onion

4 bread/already/headache; meat/cheap/eat; meal/real/steal

Around the World in Eighty Days by Jules Verne

Aim: to improve students' extensive reading skills and promote reading for pleasure.

Episode 3: Across dangerous India

- **Independent reading**: set the task for reading at home **at the beginning of the unit** and tell students to keep a reading diary in which they keep notes of what happened and where the protagonists are.
- **In-class reading:** sometimes you may want to read out the episode to the students as they read along.
- After reading the text either at home or in class, have a quick discussion about the episode.
- Point to the timeline in the classroom or ask students to look at their notes in their reading diary, to revise what has happened so far.
- Ask students to point out London and the previous destinations and dates on the map.
  - Charing Cross Station, London, 2nd October 1872, 8.45 p.m.
  - Bombay, 20th October 1872, 4.30 p.m.
- Then point to the map and discuss with the students where the travellers are after Episode 3: Calcutta. They arrived at 7 a.m. on 25th October 1872.
- To reinforce some useful vocabulary, you might want to do the activity on page 74 of the Activity Book.

Did you know?

- The aim of this part of the book is not teaching grammar or vocabulary, it is designed to encourage students to learn about the world around them. It also gives students an opportunity to research and find out more about a topic if they are interested.

Tip: You can always suggest that students visit en.wikipedia.org if they want to find out more about the topic discussed in the *Did you know?* section.

- Let students read the text and then ask one or two comprehension questions:
  1. Which country has a larger population, China or India? (*China – 1.3 billion*)
  2. Which country will have a higher population in 2030, China or India (*India – 1.5 billion*)
  3. What's the name of the capital of India? (*Delhi*)
  4. Which is the strongest new industry in India? (*Information Technology)*

Task: Put students into groups of five or six and let them prepare a mini project on India. Give them different topics (culture, religion, history, economy) and ask them to prepare a short quiz of five or six questions for the rest of the class in that topic area. Give them one or two weeks to prepare this and then have a Quiz Show.

REVISION

See you soon!

Lessons 1 & 2 Student's Book pp38–39

To start …

- Remind students of the characters in the story. *Who are Haval and Ben? Where did they meet?*

A READ

Aim: to revise the vocabulary and grammar of the first three units in new contexts. The activities also aim at developing different reading skills (for the gist, for specific information, etc.).

1

- Tell students to open their books on page 38 and look at the picture. Ask them if they can recognise the people in the picture and describe what they are doing in pairs.
- Then tell them to close their books and describe the picture in as much detail as possible to the rest of the class.
- Encourage other students to add new information.
- Tell students to look at the four emails and try to guess which email the picture relates to. (Answer: *2*)

2

- Draw the first time chart on the board and tell students to copy it in their copy books.
- Write *Saturday, 1st April* on the far left side of the time chart and ask students: *Look at the emails. What happened on 1st April?*
- Students should reply chorally: *Ben and Haval arrived in Erbil.*
- Then write the days on the board above the time chart and ask students to give you the dates. (Answers: *Sunday 2nd April; Tuesday 4th April; Thursday 6th April*)
- Ask students to work in pairs and write under the dates what happened to Haval and Ben on those days. (Answers: *Sunday: Haval and his family drove to Silemani; Tuesday: Haval and his family went for/had a picnic; Thursday: Ben got ready for the trip with his dad to Ahmadawa.*)
- Ask students to come to the board and complete the time chart for past events. Make sure that students use the correct past tense forms of the verbs.
- Repeat the same procedure for the future events: Ben's trip to Ahmadawa with his father and then to Silemani. (Answers: *Friday 7th: Ben and his dad are going to Ahmedawa; Tuesday 12th: Ben and his dad are going to return from Ahmedawa; Wednesday 11th: Ben is going to Silemani.*)

3

- Tell students to close their books and read them the seven questions. See if they can answer any of them without looking at the emails.
- Then ask students to work in pairs and try to answer as many of the questions as possible in two minutes.

Note: Students can take notes in their copy books but this is predominantly a speaking and reading comprehension exercise, so don't give them too much time to write complete answers. It is a very important skill for students to be able to make quick notes to support their speaking. This activity can help them with that. Tell them that it's enough to write down the key words so that they can answer the questions easily when asked.

- Ask students to read out the questions and tell the class the answers.

Answers

1 *Thanks*
2 *To take a short holiday.*
3 *He was at a picnic.*
4 *Because Haval is leaving on the 22nd.*
5 *Because his father will be busy after the holiday.*
6 *Every two hours.*
7 *In the morning before Ben leaves for Erbil.*

4

- Read out the first statement. Ask students to check in their books if it is true. (Answer: *True – they are leaving on Friday and returning on Tuesday.*)
- Tell students to take turns reading the statements in pairs and decide whether they are true or false and correct them if they are wrong.
- Ask individual students to read out the statements and tell the rest of the class the correct sentence.

Answers

1 *True*
2 *False. It's popular for family picnics.*
3 *False. They went there for a family picnic.*
4 *False. They took more than 30 bottles – Haval couldn't count them all.*
5 *False. They sang traditional songs.*
6 *False. They all enjoyed themselves.*

5

- Write the first sentence on the board and ask students what *then* refers to in the sentence. (Answer: *then = Wednesday, 11th April because Haval suggested that Ben should go to Silemani after his trip to Ahmadawa with his dad.*)
- Write the second sentence on the board and underline the word *that* and ask students what it refers to. Let them find the answer in pairs and then ask the fastest pair to read out the answer. (Answer: *that = Ben's plan to go to Erbil with his Dad on Wednesday morning and then take a bus from Erbil to Silemani.*)

Note: Here the answers are getting more complex. Let students work out the proper answer and encourage them to say complete sentences.

▶ **The Activity Book activities give extra practice opportunities to the students. If you think there are points they need to practise more, you can use these in class, but generally, encourage them to do these activities for their own benefit at home. Always check their homework but don't spend much time doing the activities in class. Students usually have problems with question forms. It is recommended that you set activity 4 in the Activity Book as homework or as pair work at the end of the lesson.**

▶ **The Language for Life sections in the Activity Book are also very useful to reinforce everyday English expressions. You might consider having a wall chart showing all the colloquial phrases students meet during the course.**

4
LESSONS 3&4

REVISION
Language

Lesson 3 Student's Book p40

To start …

- Give students one minute to browse their Student's Books from Units 1 to 3. Then tell them to concentrate on the photographs and try to memorise as many of the items as they can.
- Ask the students to close their books.
- Choose a photograph and start describing it and encourage students to guess which unit it is in and what is happening in that episode.

A READ

Aim: to revise the grammar of the first three units in new contexts. The activities also aim at developing different speaking skills (for the gist, for specific information, etc.).

1

- Tell students to work in pairs and take turns describing pictures from the first three units and guessing where they are and what they are about.
- Ask a few students to give descriptions for the other students guess.

2

- Put the students in pairs and explain that they are going on a picnic and they are in charge of organising the food and drinks.
- Write the phrases they need on the board. Ask them for suggestions. Start with:

  A: We need some …

  B: How many?

  A: Not many – just a few.

  B: Let's say …

  B: We also need some …

  A: How much do you think?

  B: Not much – just a little.

  A: So, let's say …

- Tell students to look at the images on page 40 and complete the dialogue.
- First demonstrate the dialogue, with you taking one of the roles and a student taking the other role.
- Then have two students act out the dialogue.
- Finally, get students to practise the conversation in pairs. Monitor the activity and help students when necessary.
- At the end of the conversation ask a pair of students what they are going to get.
- Then let students swap pairs and ask each other what they are going to get for the picnic.
- You can also ask individual students to tell you what the other pair decided to buy.

3

- Ask students: *Who's Bahar?* and elicit the answer: *She is Haval's cousin who … (emailed him before his visit*).
- Write the following questions on the board and let students practise answering them in pairs.
  - *Who's Ben? He is the boy who … (is going to Dohuk to visit his father).*
  - *What's a pyramid pizza? It's a pizza … (which includes all the different food groups).*
- Encourage students to suggest some other questions. Write the correct ones on the board and let students decide the answers and practise asking and answering.
- Ask individual students to give you the answers.

Lesson 4 Student's Book p41

4

- Ask students to tell you things they usually do after school. Write their suggestions on one side of the board.
- Then ask them to think of things younger children usually do after school or at weekends. Write these suggestions on the other side of the board.

- Ask one of the students to tell you something they used to do and something they do these days. You can write the sentence framework on the board to help them. For example: *I used to … (play football) after school. But now I … (play computer games) when I get home.*
- Encourage them to tell each other true and interesting things about themselves.
- To check, ask students what their partners have told them.

5

- Ask students: *What day is it today?* Then ask a few of the students what they are going to do on Friday morning/afternoon/evening.
- Write their suggestions on the board.
- Then let a pair of students demonstrate the activity.
- Ask students to practise asking and answering the questions in pairs.
- To check, ask students what their partners are going to do on Friday.
- You can also ask yes/no questions to gets students started. For example: *Are you going to the mosque/bazaar on Friday morning?*

6

- Write Haval's travel details on the board and ask questions about it.
  - *When does he fly out? (22nd April)*
  - *Where does he fly to? (To London.)*
- Encourage students to give you a complete description of Haval's travel plans.
- Then tell students to look at Ben's plan on page 41 and try to complete the text in pairs.
- Ask a few students to give you the information. Encourage them to tell you the plans without looking at their books.
- Finally, write the complete text about Ben's plans on the board (or ask a student to do it) and let the rest of the class copy it into their copy books.

7

- Give a true sentence about something you were doing at a certain time in the past. For example: *I was writing an email to my friend at 8 p.m. yesterday*. Then ask one of the students: *What were you doing then?* Let the students answer and then, repeating your sentence and their own sentence, ask another student what they were doing at 8 p.m. yesterday.
- Then let students stand up and do a mingle activity. Their task is to speak to at least five people in two minutes and try to find out what they were doing at 8 o'clock the previous night. They can't take notes but they must try to remember.
- Ask some students to tell you what they found out about what other students were doing at 8 o'clock the previous night.
- If you have a little time and the students enjoyed this activity, repeat the activity.

Tip: Mingle activities can get quite noisy and chaotic. The secret is that you have to keep doing them until students get used to them and slowly they benefit from the real communication. It's very important to give clear instructions **before** they start the activity, so that they know what is expected from them.

8

- Tell students to look at the activity on page 41 and decide which words from the box are missing from the sentences in the first conversation. Ask a student to read out the complete sentences.
- Then tell students to look at the other two conversations and complete them.
- Ask pairs of students to read out the conversations.
- If you have time, you can discuss the conversations by asking questions about them. For example: *Where are they? Who is talking?*

▶ **The Activity Book activities on pages 28 and 29 give students extra practice opportunities. If you think there are points they need to practise more, you can use these in class, but generally encourage them to do these activities for their own benefit at home. Always check their homework but don't spend much time doing the activities in class. Students usually have problems with question forms. It is recommended that you set activity 4 in the Activity Book as homework or as pair work at the end of the lesson.**

4
LESSONS
5&6

REVISION

Vocabulary and skills

Lesson 5 — Student's Book pp42–43

To start …

- Write *email, newspaper* and *magazine* on the board. Ask students to tell you about each.
- Have a brief discussion with the students about the three different genres. Ask: *Why do people write and read emails/newspaper articles/magazine articles?*
- You can also talk to students about interesting things they or you have read in a magazine or newspaper recently.

A VOCABULARY

Aim: to reinforce the key vocabulary of the unit. Students get more familiar with three written genres as well.

- Divide the class into three groups. Each group looks at one of the texts.
- Group one representative from each group to make groups of three. Let students share their answers with each other.
- Check the answers.

Tip: Give students enough time to read through and discuss their answers but encourage them not to use dictionaries and try to figure out the order of the missing words and their correct forms without any help. This exercise aims at skills development. There is no need for students to read and translate these passages. Concentrate only on the actual task of identifying the correct order of the words.

Answers

1 *(Email): 1 arrived 2 replying 3 ahead of 4 internet 5 make contact 6 attaching*

2 *(Newspaper article): 1 emergency 2 rescue 3 paramedics 4 ambulances 5 first aid 6 saved*

3 *(Magazine article): 1 teenager 2 ingredients 3 products 4 healthy 5 bottles 6 amount*

- If you have some time, have a quick conversation about each topic. Concentrate on the main ideas. Get students to explain the titles of the articles to summarise the gist of the stories.

B LISTEN

Aim: to practise listening for specific information and note taking.

1

- Tell students to read the four questions and decide what they think the conversation might be about.
- Play the recording and check if the students guessed the topic correctly.
- Play the recording again and let students answer the questions in pairs by taking quick notes in their copy books.
- Play the recording once more so that students can check their answers.
- Ask individual students to tell you the answers. Check if the other students agree with them.

CD script Track 11

Part 1

Uncle	*Hello. Silemani 3-1-2-7-4-9-6.*
Ben	*Oh, hello. Is that Mr Bakir?*
Uncle	*Speaking. And is that Ben?*
Ben	*That's right. I'm calling about my trip to Silemani. Haval asked me to call from Erbil.*
Uncle	*Ah, yes, but I'm afraid he isn't here right now. He's with his aunt, and they're food shopping for this evening. But I can take a message.*
Ben	*Thank you.*
Uncle	*Wait. Let me get a pen and paper.*
Ben	*Well, you see, there's a small problem.*
Uncle	*Oh, dear. You're still coming, I hope.*
Ben	*Oh, yes, but …*

Answers

1 *Ben*

2 *Mr Bakir*

3 *Because Haval isn't there.*

4 *Ben is coming to visit.*

2

- Tell students to copy the form in their copy books and think about how they would complete it.
- Play Part 2 of the recording with the students only listening.
- Play the recording again with the students taking notes.
- Play the recording a third time so that students have a chance to complete their notes.
- Ask students to give you the complete forms.

CD script Track 11

Part 2

Uncle *Wait, let me just make a note of the time now. It's ... er ... 4.45 – quarter to five. Now, what's the problem?*
Ben *The car broke down.*
Uncle *Oh, no! What happened?*
Ben *Yes, the engine suddenly went dead while we were driving along the main road near 'Aqrah.*
Uncle *Where exactly did it happen?*
Ben *Near 'Aqrah.*
Uncle *Right. So ... the car broke down near 'Aqrah. What happened then?*
Ben *Well, people were very kind. Several cars stopped and people suggested different things to try to help. But the engine stayed dead. Then a big van pulled us to a car place in 'Aqrah. They looked at the engine there and did some clever things. And four hours later, the car started again. That was great, but we were very late. We arrived five minutes ago at 4.40, and so we missed two buses from Erbil to Silemani.*
Uncle *Mmm, so the car started again, but you missed two buses. Two buses! Poor you!*
Ben *Yes, well I'm waiting at the bus station now. I'm waiting for the next bus at 5.20. And I feel terrible. I'm really sorry about this.*
Uncle *It's not a problem. So ... you're waiting for the next bus at 5.20 – twenty minutes past five.*
Ben *That's right. And they say the buses take about three and a half hours to get to Silemani.*
Uncle *Yes, they usually take about three and a half hours.*
Ben *So I hope to reach Silemani at about 8.50.*
Uncle *... reach Silemani at about 8.50. Ten to nine.*
Ben *That's it, and I'm really, really sorry to be so late.*
Uncle *Oh, that's all right. These things happen. But thanks for telling us. So now we can plan to meet you at the bus station at 8.50.*
Ben *Thank you very much. It's very kind of you.*
Uncle *You're very welcome. And by that time, I hope you'll be very hungry. You see, you're going to have a big, traditional Kurdish dinner.*
Ben *Wow! Fantastic!*

Answers

'Aqrah; two buses; next bus / at 5.20; reach Silemani at about 8.50

Lesson 6 Student's Book p43

C PRONUNCIATION

Aim: to reinforce the pronunciation rules of the regular simple past verb ending.

1

- Write the three verbs *happen*, *stop* and *suggest* on the board.
- Check that students know what they mean.
- Ask them to tell you the past tenses of the verbs.
- They should notice that all three verbs are regular, i.e. they are followed by *-ed* when in the past. (Highlight the importance of the consonant doubling in the case of *stop*.)
- Ask an individual student to try to say the three verbs in the past, one after the other.
- Ask if he/she notices any difference in the way the *-ed* at the end of the words sound.
- Use the phonetic symbols for /d/, /t/ and /ɪd/ and ask students to tell you which ending they hear after each word.
- Play the recording.
- Tell students to copy the table into their copy books and listen again.
- Then tell them to tick the column they think the verb belongs to.
- Play the recording again. Let students compare their solutions with the person sitting next to them.

2

- Ask students to listen to next four words.
- Tell them to write the words below the first three in the table.
- Tell them to discuss the pronunciation with a partner.
- Play Part 1 of the recording and let students tick the column they think the verb belongs to.
- Let students compare answers.
- Play the recording again. Pause after every word and check the students' answers.
- Praise the students who got all the words right.

CD script and answer Track 12

Part 1

Past simple	1 /t/	2 /d/	3 /ɪd/
happened			✔
stopped		✔	
suggested	✔		
stayed		✔	
looked	✔		
started			✔
arrived		✔	

3

- Play the first verb and sentence from Part 2 of the recording and ask one student to repeat it.
- Ask another student to repeat the verb and sentence again.
- Then have one half of the class, then the other half of the class and finally the whole class repeat it after the recording.
- Follow this procedure for the rest of the sentences.

CD script and answer Track 12

Part 2

happened *What happened then?*
stopped *Several cars stopped.*
suggested *People suggested different things.*
stayed *But the engine stayed dead.*
looked *They looked at the engine.*
started *The car started again.*
arrived *We arrived at 4.45.*

D SPEAK

Aims: to practise using the simple past tense to describe past events; to practise telling a narrative.

- Remind students of what happened to Ben and his father.
- Tell students that Haval and his aunt have just got home and Haval's uncle is explaining to them what happened to Ben.
- Read out the first sentence of the narrative and encourage students to complete it in pairs using their notes.
- Listen to one or two students. Encourage them to try to act out the conversation with an excited and worried aunt and Haval, and an uncle, who is calm but concerned.

Tip: Role plays are very useful learning tools. Students enjoy putting on the personality of someone else. This might help them get rid of some of the inhibitions they may have. Encourage them to create personalities and imitate the interaction as they think it may happen. You can use props to pretend that the situation is real. The more often you encourage students to engage with this kind of activity, the more likely it is that they will use and enjoy them later.

E UNIT TASK

Aim: personalisation. Students practise talking about events similar to the ones in the story but from their own lives and share them with each other. This is a summary of the first two units. Decide if you concentrate on accuracy or fluency and support students accordingly.

1

- Tell students to work in pairs or groups of three and decide which topic they want to talk about.
- Write: *What? Why? When? Who?* and *How?* on the board and encourage students to describe their event in as much detail as possible using the hints from the Student's Book.
- Tell students to share their stories with others. (Another chance for a mingle activity. Let students talk to at least one or two other students.)
- Ask a few students to tell the rest of the class their partners' story.

2

- Tell students to write an email about their story to Amy or Jack.
- Tell them to look at the email formats on the previous pages and design their own email layout and write the story within it.
- If you have access to computers, you could ask students to write these emails online and send them to you or each other.
- Apply the stages of process writing to improving the emails.

▶ **The Activity Book activities on pages 30–31 give students extra practice opportunities. If you think there are points they need to practise more, you can use these in class, but generally encourage them to do these activities for their own benefit at home. Always check their homework but don't spend much time doing the activities in class. Activity 2 is a very useful exercise to reinforce the link between the literary reader and the language and vocabulary of the unit. You can use this section to revise the storyline.**

4 LITERARY READER

Around the World in Eighty Days by Jules Verne

Aim: to improve students' extensive reading skills and promote reading for pleasure.

Episode 4: From India to Singapore

- **Independent reading**: set the task for reading at home **at the beginning of the unit** and tell students to keep a reading diary in which they keep notes of what happened and where the protagonists are.
- **In-class reading:** sometimes you may want to read out the episode to the students as they read along.
- After reading the text either at home or in class, have a quick discussion about the episode.
- Point to the timeline in the classroom or ask students to look at their notes in their reading diary, to revise what has happened so far.
- Ask students to point out London and the previous destinations and dates on the map.
  - Charing Cross Station, London, 2nd October 1872, 8.45 p.m.
  - Bombay, 20th October 1872, 4.30 p.m.
  - Calcutta, 25th October 1872, 7 a.m.
- Then point to the map and discuss with the students where the travellers are after Episode 4: Singapore, 31st October 1872, 4 a.m.
- To reinforce some useful vocabulary and grammar, you might want to do the activity on page 74 of the Activity Book.

Did you know?

- The aim of this part of the book is not teaching grammar or vocabulary, it is designed to encourage students to learn about the world around them. It also gives students an opportunity to research and find out more about a topic if they are interested.

Tip: You can always suggest that students visit en.wikipedia.org if they want to find out more about the topic discussed in the *Did you know?* section.

- Let students read the text and then ask a few comprehension questions:
  1. Why is Singapore special? (*Because it is on the main sea route between the West and the Far East.*)
  2. What can you find in the Strait of Malacca? (*The largest ports in the world.*)
  3. Is it only its special geography that keeps Singapore rich? (*No, it has highly skilled employees, too.*)
  4. What is the population of Singapore? (*4 million*)

Task: Ask students to find information about customs and traditions in Singapore on the internet and prepare a short presentation for the rest of the class.

I've just had an idea!

Lesson 1 Student's Book p46

Grammar
Present perfect with *already, nearly, not … yet, so far* and *just*
Past simple

Vocabulary
Space, planets and space travel; Vocabulary list p53

To start …

- Play 'Guess the word'. Draw five horizontal lines on the board and invite students to give you five-letter English words. Indicate the letters they have guessed correctly in their words until they have the complete word: *space*.
- Ask students what the word means (they have learnt about space already in *Sunrise 8*).
- Encourage them to tell you other space-related words.
- To help them, you can write the words from activity A1 on the board.

A LISTEN AND DO

Aim: to recycle and introduce unit vocabulary. Students also practise listening for specific information.

1

- Tell students to copy the words into their copy books. Check if they know what these words mean. If there are any new words, try to teach them before doing the exercise.
- Ask students to number them in the order they think they will hear them.

Tip: Explain to the students that they shouldn't worry about getting it right but having a hypothesis helps them concentrate on the words.

- Tell students to close their copy books and Student's Books.
- Play the recording. Then let students look at their lists and try to remember the order they heard the six words.
- Play the recording again so that students can check their answers.
- Ask individual students to tell you the words in the order they heard them.

CD script Track 13

Hello, and welcome again to Science Now. This week, we're going to look at space.

First, we're going to talk about communications satellites. They're the ones that are out there in space 36,000 kilometres above Earth. They receive thousands of signals a second – TV pictures, phone conversations – everything. And they send them right round the world, day and night.

Secondly, we're going to have a look at the new International Space Station. This has been a huge project and a lot of different countries have helped to complete it. We're going to talk about the spacecraft that have carried the sections of ISS into space, piece by piece. And we're going to discuss life for the people on ISS as they fly in orbit around Earth, 400 kilometres up, at the edge of space.

Answers

1 satellites 2 Earth 3 signals 4 station 5 spacecraft 6 orbit

2

- Tell students to look at the illustration and decide which word is missing from which line.
- Ask individual students to give you the answers.

Answers

1 satellites 2 signals 3 Earth 4 Station 5 orbit 6 spacecraft

B LISTEN AND READ

Aim: to demonstrate the use of the present perfect for actions that started in the past and finish in the present in context. Students understand the concept before they learn the formation rules.

- Play the recording while the students read.
- Ask some general questions they might know from listening, e.g. *Who is talking?* (Answer: *teacher and students.*) *Who do you think is the best student?* (Answer: *Emma because she has already finished her project.*)
- Read out the questions one by one and let students answer without looking at their books.

CD script Track 00

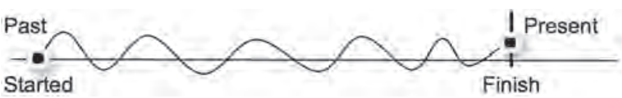
Teacher	*Now, everyone, I hope everything has gone well with your projects about space. And remember: you need to complete them by next Monday. James, how far have you got?*
James	*I haven't finished yet, but I'm going to soon.*
Teacher	*Good. And how much have you done so far, Katie and Daniel?*
Katie	*We've nearly finished.*
Teacher	*Good! And Emma, have you nearly finished, too?*
Emma	*I've already finished!*
Teacher	*Well done! Tony and Sam, have you finished yet?*
Tony & Sam	*No. We haven't* ***started*** *yet!*

C GRAMMAR

Aim: to reinforce the present perfect structure when used to talk about events and actions finishing in the present.

1

- Ask individual students to read out the sentences and copy them in their copy books.
- Write the sentences on the board and discuss with the students the different components of the sentence. Try to elicit the reason why the present perfect is used in these sentences. Use timelines to illustrate the sentences:



2

- Play the dialogue again and let students repeat after the speakers without looking at their books.
- Appoint students to act out the sentences of James, Katie, Emma, and Tony and Sam. Say the teacher's sentences and ask students to react, using their books.
- Put students into groups of six and let them practise acting out the conversation.

Note: Some students (the kinaesthetic ones) might enjoy standing up and acting out the conversation. Give them a chance to do so.

- Monitor the activity and encourage students to act out the conversation several times, swapping roles.
- Ask a few of the groups to act out the conversation, without using their books if possible.

Lesson 2 Student's Book p47

D LISTEN AND READ

Aim: to improve students' listening for the gist skills. This activity also encourages students' inferential skills.

- Ask students: *Do you remember Sam and Tony?* (Answer: *They are the students who had not done their space project yet in the last lesson.*)
- Ask students to read the introductory conversation between Sam and Tony.
- Then tell students to read the statements in pairs and discuss if they think they are true or false **without** reading the conversation. (You may have to remind students that 'ISS' is the International Space Station.)
- Tell students to close their books and listen to the conversation.
- Play the recording.
- Then let students look at their decisions about the true or false statements in pairs, and revise them if necessary.
- Play the recording again, this time with the students following the conversation in their books.
- Let them finalise their answers to the true or false statements.
- Ask individual students to read out the statements and tell the class whether they are true or false.
- Get reactions from the class and encourage them to correct the false statements.

CD script Track 15

Sam	*We need to write our space project, Tony.*
Tony	*Mmm, but I'm watching TV.*
	***
TV Presenter	*We've just had some big news from the International Space Station. So we're going live to the international team of astronauts there. Captain Iryna Primakova, tell us your news.*
Captain	*We've just finished the last section of the new ISS, and it is now complete.*
Presenter	*When did you finish?*
Captain	*A few minutes ago.*
Presenter	*How long has the job taken?*
Captain	*Two days. We arrived with the final section the day before yesterday. And now we're going to have a party!*
Presenter	*Fantastic! People all over the world are watching these pictures right now, and we're all going to celebrate, too. Well done!*
Astronauts	*Thank you. Spasiba! Arigato! Shor sepas!*
Sam	*Amazing!*
	***
Tony	*Yes, but how* **do** *they send the pictures round the world?*
Sam	*Good question. And I think you've just found the answer to our problem.*
Tony	*How do you mean?*
Sam	*Let's write about communications satellites!*
Tony	*Yes! Great!*

Answers

1 *False. (It arrived two days before.)*

2 *False. (They have been working for two days.)*

3 *False. (They are going to have a party because they have finished the last section of the new ISS.)*

4 *True. (They say thank you in four languages. Thank you – English; Spasiba – Russian; Arigato – Japanese; Shor sepas – Kurdish.)*

5 *True. (They are going to write about communications satellites.)*

E GRAMMAR

Aim: to introduce another possible use for the present perfect tense for events that have just happened.

1

- Write the first sentence on the board and ask students to identify the present perfect verb in it.
- Underline the phrase *have just had*. Encourage students to produce further sentences with some other verbs. (You can give them the verbs yourself or brainstorm for verbs. For example: *see, talk, eat, climb,* etc.)

2

- Explain to students that they are going to practise acting out the dialogue between the presenter and the captain.
- Play the TV part of the recording. Draw students' attention to the intonation of the speakers.
- Choose one of the students to take one of the roles and act out the dialogue, with you taking the other role.
- Next, choose a pair of students to act out the dialogue. Encourage them to make the conversation interesting by using appropriate intonation.
- Let students practise saying the dialogue in pairs for a few minutes.
- Ask a few more pairs to act out the dialogue to the rest of the class.
- Praise and encourage students when they make an attempt at using the right intonation.

F SPEAK

Aim: to encourage students to use the appropriate tenses to describe events.

1

- Explain to students that they are Captain Primakova and they have to report on every event on the ISS.
- Tell students to look at the report on page 47 and produce sentences like in the example.
- Ask one of the students to read the first report.
- Then give students a few minutes to think about the rest of the reports before you put them in groups and ask them to practise giving each other reports.

- At this stage they don't need to write. The aim of the activity is to make producing sentences with '*have just* + V_3' easy for the students. You can also tell them to use *going to* to talk about what they are doing after each step.

Sample answers

This is report 2. The time is now 10.28. We have just completed our space walk to the new section. Next, we are going to connect the new section to the ISS.

This is report 3. The time is now 10.40. We have just connected the new section to the ISS. Next, we're going to return to the ISS.

This is report 4. The time is now 10.52. We have just finished connecting the new section to the ISS. Next, we are going to complete our return to the ISS.

This is report 5. The time is now 10.57. We have just returned to the ISS. Next, we're going to complete our return to the ISS.

This is report 6. The time is now 11.00. We have just completed our return to the ISS. Next, we're going to have a party.

▶ **For writing practice you can ask students to do activity 3 in the Activity Book in pairs, in class or at home.**

2

- Write *First, Next, Then, After that* on the board one under the other and encourage students to tell you the sequence of events.
- Then tell students to write the same phrases in their copy books and practise saying the sequence of events to each other.
- Ask one or two students to tell you the sequence. Alternatively, you can have students going round, one saying one segment of the sequence at a time.

▶ **For writing practice you can ask students to do activity 3B in the Activity Book in pairs, in class or at home.**

Have you ever looked up?

Lesson 3 Student's Book pp48–49

Grammar
Present perfect with *ever* and *never, for* and *since*
Past simple
Vocabulary
Space, planets and space travel; Vocabulary list p53

To start …

- Ask students if they know the name of the planet we live on (Answer: *Earth*). Write it on the board.
- Ask students if they know the planets in our solar system.
- Write (or put up a picture of/draw) a sun on the board and add pieces of paper with the names of the planets in a random order.
- Encourage students to put the planets in the correct order starting with sun.

Answer

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

A READ

Aim: to improve students' reading skills and give them useful information about the world around them.

1

- With the students' books closed, copy the time chart from page 48 onto the board. Ask students if they know why these dates are important in the history of space travel.
- Note down their suggestions; encourage them to say anything they can think of. Do not comment on their suggestions at this stage as the aim of the activity is to focus on the reading passage.
- Tell students to open their books and read the passage but concentrate on finding out what happened in the years on the time chart.
- Give them a relatively short time limit to do this.
- Tell students to check each other's suggestions in pairs. Then ask individual students to tell you what happened in each year, and write it on the board.
- Check the answers with the rest of the class and tell students to copy the time chart into their copy books.

Answers

1957: The Russians launched Sputnik.

1961: The first astronaut.

1969: Americans flew to the moon.

Since then: have travelled to the moon several times, have sent unmanned spacecraft all over the solar system.

- Repeat the same procedure for the history of satellite communications.

Answers

1960: The first weather pictures from an American satellite.

1962: First television satellite.

Since then: Have sent nearly 200 communications satellites into space.

2

- Ask a student to read the first example and try to work out what the word *their* refers to in the sentence (Answer: *the Russians*).
- Tell students to look at the text and try to work out what *since they* refers to in the paragraph (Answer: *1962*).
- Ask students if they can find any further examples in the text. For example, Line 24: ***these*** *send* – *these* refers to communications satellites.

3

- Tell students to look at paragraph 6 and read out *they bring us closer to each other.* Ask them what they think it means. (Suggested answer: *It means that we know more about distant places thanks to communications satellites.*)
- Let students read the second example and discuss in pairs what they think it means. (Suggested answer: *It means that we have to learn to live*

together well and use the information we get to make life better and easier for everyone on Earth.)

- Ask one or two pairs to share their explanations with the rest of the class and encourage them to discuss the main points if they can.

B GRAMMAR

Aim: to familiarise students with the use of the present perfect for things that have not yet taken place at the time of speaking but may still happen.

1

- Ask one of the students to read out the sentence, *Have you ever looked up at the night sky?*
- Write it on the board.
- Elicit what they think it means and why the present perfect has been used to express that meaning. (Answer: *It indicates that the speaker does not know whether the listener has looked up before or not, and is also not sure whether it will happen in the future.*)
- If students need further explanation, tell them to look at page 52 in their Student's Book. If necessary, discuss it with them.

2

- Ask students to find examples in the text individually and then compare their findings with another student.
- Ask pairs of students to read out the examples they found.

▶ **Do the Activity Book activities 1 and 2 on p34 in class or set them as homework at the end of the lesson.**

C SPEAK

Aim: to encourage students to use the present perfect tense to talk about their own experiences.

- Ask a pair of students to read out the dialogue between A and B.
- Brainstorm with the students interesting things they might have done. (Fly an airplane, go abroad, etc.) If students have difficulties, help them by giving some hints or writing some suggestions on the board yourself.
- Choose one of the items on the board and act out the dialogue with one of the students.
- You may add, the *No, I haven't.* option to the conversation for things students have not yet done.
- Ask a pair of students to act out another dialogue and then get students to practise the conversations with real questions for a few minutes.
- Monitor the activity. When every student has had a chance to practise both sides of the dialogue, ask one or two pairs to act out their dialogues.

▶ Lesson 4 Student's Book p49

To start …

- Write the title of the reading passage on the board: *Space – our new window on the world.*
- Ask students what they think it means.

D READ AND SPEAK

Aim: to get students to summarise and identify the main idea of a reading passage. The activity also helps them to improve their thinking skills.

1

- Ask students to read the statements independently and choose the one they think best describes the meaning of the title. (Answer: *c*)
- Tell students to discuss their choice with the person sitting next to them.
- Ask a student to tell the class their choice.

2

- Ask students to think independently of something the first astronaut might have said about their first trip to the moon. Encourage them to use their own ideas. Don't comment on their suggestions.
- Tell students to read the five possible quotes (a–e) and decide which one was said by the astronaut. (Answer: *c*)
- Ask students to compare their choice with the person sitting next to them.

- Ask an individual student to tell the class which answer they chose.
- Tell students to think individually about how they would match the people with the sentences.
- Put students into pairs to discuss and compare their choices.
- Ask individual students to tell the rest of the class which quotes they chose for which speaker.

Answers

2 b   3 d   4 a   5 e

▶ **Do the Activity Book activity 3 on pp34–35 in class or set it as homework at the end of the lesson.**

E GRAMMAR

Aim: to introduce using *for* and *since* to define a period or a point in time.

1

- Write two sentences on the board. They can be the examples from the box or you can use your own. For example: *I have lived here for two years. I have lived here since 2007.*
- Ask students what the difference is between the two sentences and elicit the difference between *for* (a period of time) and *since* (a point in time).
- If you think your students need further explanation, turn to page 52 and discuss it with them.

2

- Ask students to look at the reports on page 47 and describe the actions going on, using *for* and *since*. You can help them by asking questions, using *how long* and *since when* to emphasise the difference.

F SPEAK

Aim: to practise using simple past and present perfect sentences to describe events. This exercise makes the difference between describing a past event and its relevance to the present clearer to the students.

- Tell students to look at the charts they copied in their copy books at the beginning of the previous lesson about the history of space travel and communications satellites.
- Tell students to read the first example on their own and try to complete the sentence.
- Ask one of the students to tell you the first pairs of sentences.

Answers

Space travel started in 1957. Space travel started 52 years ago. Space travel has continued since 1957. Space travel has continued for 52 years.

- Tell students to think about the next two pairs of sentence beginnings alone for a few minutes, then get together in pairs and share their answers.
- At the end of the activity, ask a few students to tell their sentences to the rest of the class.

Answers

2 *Humans first went into space in 1961. Humans first went into space 48 years ago. Humans have been in space since 1961. Humans have been in space for 48 years.*

3 *We put our first satellite in space in 1960. We put our first satellite in space 49 years ago. There have been satellites in space since 1960. There have been satellites in space for 49 years.*

Describing what you have done

Lesson 5 Student's Book p50

To start …

- Play a short game to see how much of the unit vocabulary students can remember.
- Write one word on each card and give each pair of students a card. Tell them to write a sentence on the card using the word but to leave the word out.
- Once every pair has written a sentence, ask them to write their words on the board, and pass their cards on to another pair.
- Each pair has to try to guess the missing word.

Tip: You can make the activity more fun and challenging by jumbling up the letters or letting students guess before they can see the words on the board.

A LISTEN AND SPEAK

Aim: to improve students' listening skills and re-contextualise the topic vocabulary and grammar.

1

- Ask students to look at the picture on page 50 and try to guess where it is (Answer: *the planet Mars*).
- Ask them if they think it is in the past, present, or the future (Answer: *the future*).
- You can encourage them to give you explanations for their answers.

2

- Ask students to copy the prompts into their copy books. (This is useful because they can concentrate on the listening more efficiently if they have a concept of the main ideas.)
- Before they listen to the first part of the recording, ask students to guess the missing information independently, and then discuss it with a partner.
- Play the recording. Tell students to concentrate on the passage without writing.
- After the recording, let them try to remember the missing information, first independently, and then discuss it with a partner.
- Play the recording again and let them correct their notes and compare with their partner's.

CD script Track 16

Part 1

Hello, and welcome to Mars. You have travelled an enormous distance from Earth – about 80 million kilometres and it has been exactly six months since the start of your journey. You are now on the flight from Mars Sky Station to the surface of Mars, and we are going to land in about five minutes. As we complete this short journey, let me tell you a little about our history on Mars. You can now see your new home, Ground Station Number One. This is the oldest space station on Mars, and people first arrived here and started to build it in 2118. And now today, in the year 2168, we have been on Mars for 50 years.

You are very special because your group has brought Ground Station Number One to its full population of 15000 people. So in the next few days, you are going to be our guests at a big party!

We are now coming in to land. Please remain in your seats until after we have landed and the green lights above your heads have come on.

3

- Tell students that they are going to listen to the second part of the recording and they have to find out the answer to the four questions.
- Tell them to read the questions before listening to the recording.
- Ask them to think about the possible answers.
- Play the second part of the recording.
- Let students think about the answers and then discuss them with a partner.
- Finally, ask individual students to read their answers to the class. You might want to play the recording again for them to check if they were correct.

CD Track 16

Part 2

Beth	*Hi, I'm Beth.*
Sara	*Hello. I'm Sara.*
Beth	*Have you just arrived?*
Sara	*Yes, we landed yesterday evening.*
Beth	*So you've only been here for 12 hours!*
Sara	*That's right. Have you arrived recently, too?*
Beth	*No, I've lived here all my life.*
Sara	*Really! So you've never seen Earth.*
Beth	*No, I haven't. My parents arrived in 2150, and I was born here.*
Sara	*That's amazing!*
Beth	*Well, has anybody shown you round yet?*
Sara	*No, not yet. There hasn't been time.*
Beth	*And have you learned to fly yet?*
Sara	*No, but I really want to. It looks great!*
Beth	*Well, I'll teach you, and then we can look round the whole of Ground Station Number One together.*
Sara	*Fantastic! That's really nice of you!*

B PRONUNCIATION

Aim: to learn to identify the difference in the pronunciation of numerals.

1

- Write *13* and *30* on the board.
- Point to one of them and encourage students to say the number. First ask an individual, then a group of students, and finally the whole class.
- Then point to the other number and repeat the procedure. Make sure that they pronounce the numbers correctly.
- Write the other numbers (14–19 and 40, 50, 60, 70, 80, 90) on the board and point to them randomly and elicit the pronunciation.
- Tell students to write the same numbers in their copy books and practise pointing to and saying the numbers.
- Play the recording and let students guess which number they heard. Ask individual students to give the rest of the class the correct answer.
- This activity is important because many Kurdish speakers of English have difficulty distinguishing between these numbers. While the students are practising, monitor and help as much as you can.

CD script Track 17

Part 1

13
14
50
60
17
80
19

2

- Play the second part of the recording, pausing after each number. Let students repeat chorally, in groups or individually.

CD Track 17

Part 2

13 (Pause)	*30 (Pause)*
14 (Pause)	*40 (Pause)*
15 (Pause)	*50 (Pause)*
16 (Pause)	*60 (Pause)*
17 (Pause)	*70 (Pause)*
18 (Pause)	*80 (Pause)*
19 (Pause)	*90 (Pause)*

C SPEAK

Aim: to practise asking and answering questions using the present perfect tense.

- Explain to the students that they are going to read and act out a conversation between Sara and Beth. One of them has just arrived from Earth and is visiting Mars, and the other has lived on Mars all her life.
- Ask one of the students to take one of the roles and you take the other role and act out the conversation.
- Then get a pair of students to act it out.
- Tell every student to practise the conversation with a partner.
- Give them enough time to swap roles, so that they can each act out both parts.
- Choose some of the pairs to act out the conversation in front of the rest of the class.
- You can turn this into a competition. Divide the class into two groups and each group chooses the best pair. Then, the two best pairs act out the dialogues and the other students (or you) decide which performance was better.

Lesson 6 Student's Book p51

D WRITE

Aim: to use the simple past and the present perfect to complete a diary entry. This is the activity at the end of the unit which summarises the main grammar and vocabulary the students need to remember.

1

- Tell students to look at the picture and try to answer the two questions by themselves.
- Let them compare answers with a partner.
- Ask some pairs to give you the answers.

▶ **Do Activity Book activities 1 and 2 on page 36 as a preparation for the writing task or set it as homework before the lesson.**

2

- Tell students to look at the diary entry at the bottom of the page and think about the missing words.
- Let them write just the missing information in their copy books.
- Ask students to compare their notes and comment on each other's answers.
- Ask students to read out the missing information to the rest of the class.
- Have students read out the diary page.

▶ **Ask students to open their Activity Books and do activity 3 on page 37. You may want to let them do this activity in class or, if you are short of time, let them start it in class and then finish it at home.**

E UNIT TASK

Aim: to personalise the writing task. This activity encourages students to make a connection between their lives and the lives of the characters in the Student's Book in order to reinforce the importance and relevance of the language they learn in their English lessons.

1

- Brainstorm three important places to visit in your town or area.
- Write the students' suggestions on the board.

2

- Explain the situation to the students and let them think individually about the three places they would take their guests to.
- Get the students into groups of three, four or five and let them make a final decision on which places to visit and write a similar diary entry to Sara's in activity 3 in the Activity Book.
- They can write their final entry on separate sheets of paper or on page 37 in their Activity Books.
- When they have finished, ask a few students to read their entry out to the class.

Tip: You can also ask students to prepare the diary entry as a project and decorate and illustrate it. Students then choose the best.

LANGUAGE FOCUS

- This summarises the main grammar points and vocabulary of the unit. This material is not strictly for the classroom, but you can take advantage of it during the unit or as a separate revision of the main parts of the unit together with the practice activities in the Activity Book.

TO HELP YOU STUDY

- This section gives students useful tips on how to improve their learning, as well as various methods to help them acquire and organise new vocabulary on the road to learner independence.

Answers

someone
everyone
anyone
no one

something
everything
anything
nothing

somewhere
everywhere
anywhere
nowhere

5 LITERARY READER

Around the World in Eighty Days by Jules Verne

Aim: to improve students' extensive reading skills and promote reading for pleasure.

Episode 5: From Singapore to Hong Kong

- **Independent reading**: set the task for reading at home **at the beginning of the unit** and tell students to keep a reading diary in which they keep notes of what happened and where the protagonists are.
- **In-class reading:** sometimes you may want to read out the episode to the students as they read along.
- After reading the text either at home or in class, have a quick discussion about the episode.
- Point to the timeline in the classroom or ask students to look at their notes in their reading diary, to revise what has happened so far.
- Ask students to point out London and the previous destinations and dates on the map.
    - Charing Cross Station, London, 2nd October 1872, 8.45 p.m.
    - Bombay, 20th October 1872, 4.30 p.m.
    - Calcutta, 25th October 1872, 7 a.m.
    - Singapore, 31st October 1872, 4 a.m.
- Then point to the map and discuss with the students where the travellers are after Episode 5: Hong Kong, 6th November 1872, 1 p.m.
- To reinforce some useful vocabulary, you might want to do activity A on page 75 in the Activity Book.
- Students can also use the questions in activity B to write their own plot summary.

Did you know?

- The aim of this part of the book is not teaching grammar or vocabulary. It is designed to encourage students to learn about the world around them. It also gives students an opportunity to research and find out more about a topic if they are interested.

Tip: You can always suggest that students visit en.wikipedia.org if they want to find out more about the topic discussed in the *Did you know?* section.

- Let students read the text and then ask a few comprehension questions:
    1. What does GPS stand for? (*Global Positioning System*)
    2. What is it good for? (*It helps people to work out their exact position.*)
    3. Where do GPS signals come from? (*24 satellites orbiting the earth.*)
    4. Why is GPS useful when your ship is sinking? (*It helps rescuers find you quickly.*)

Task: Ask students to find out as many possible uses for GPS as possible. You can also ask them to look for stories on the internet about how GPS has saved lives.

6 LESSONS 1&2

WHAT WE WEAR

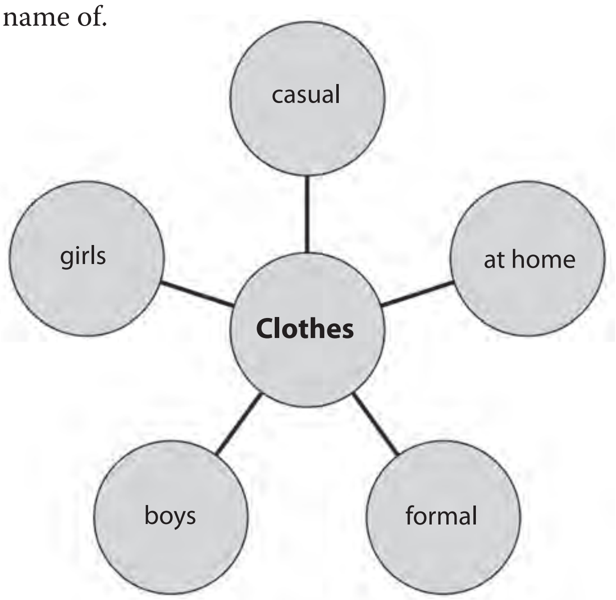
It looks too small for me.

Lesson 1 — Student's Book p56

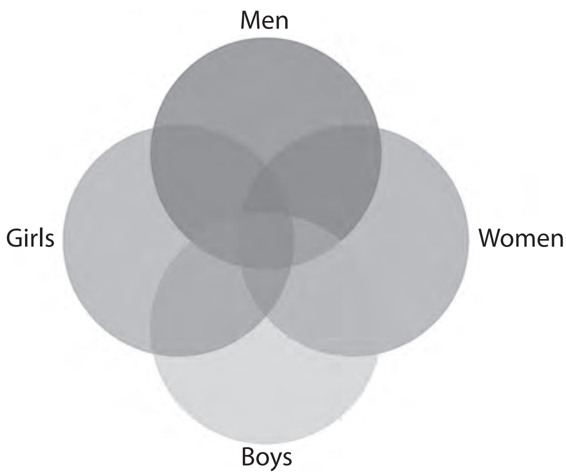
Grammar
Comparative and superlative adjectives
too…, (not) … enough
Vocabulary
Clothes; Descriptive adjectives; Vocabulary list p63

To start …

- Students should know quite a few clothes names by now. Start with a guess the word game. Draw seven dashes on the board (_ _ _ _ _ _ _) and let students say seven-letter English words until they guess the topic word (*clothes*).
- Then develop the activity into a spider diagram and let students add clothing items they know the name of.



- You can also use a different kind of chart.



A DO AND SPEAK

Aim: to recycle familiar clothes vocabulary and introduce the names of new items.

1

- Ask students to look at the pictures of the four characters and in pairs name as many items of clothing as they can in one minute. The pair with the most words is the winner.
- Ask a student to read out the first word in the box (*cap*) and say which letter it goes with in the pictures. (Answer: *g – Mark is wearing a cap.*)
- Tell students to find the other nine items first on their own and then compare with another student.
- Ask individual students to tell the rest of the class the letters and who is wearing that item.

Answers

coat: l – Emma is wearing a coat.
dress: k – Emma is wearing a dress.
jacket: d – Jessica is wearing a jacket.
jeans: h – Mark is wearing jeans.
shirt: a – Harry is wearing a shirt.
shoes: f – Jessica is wearing shoes.
skirt: e – Jessica is wearing a skirt.
socks: i – Mark is wearing socks.
trainers: j – Mark is wearing trainers.
trousers: b – Harry is wearing trousers.

2

- Write the phonetic transcription of the word *blouse* on the board.
- Get students to try and figure out the pronunciation, and say the word chorally.
- Then ask students if they know who is wearing a blouse in the picture. (Answer: *Jessica is wearing a blouse.*) Let students point to Jessica's blouse and show it in your own book. If necessary ask what the word is in Kurdish.
- Let students think about the pronunciation of the other five words and try to identify them in the pictures.

- Get the students into pairs to compare and discuss their answers.
- Ask individual students to read out the pronunciation of the words, say who is wearing those items and point to them in their books, while you demonstrate in your own book.

Answers

boots – Emma; gloves – Emma; hat – Emma; sweater – Harry; T-shirt – Mark

3

- Give students one minute to look at the four people and try to memorise what each of them is wearing. Then ask them to close their books and describe one of the characters to them. Make it difficult so that it takes them a while to find out who you are talking about.
- Put students in pairs and ask them to practise describing the characters and guessing. The person describing can look at their books and the other student should guess without looking.
- After every student has had at least one turn, ask a few students to give descriptions and the rest of the class have to guess.

▶ **Ask students to do activity 1A on page 40 of the Activity Book to practise writing the names of clothes. You could also set it as homework. If you have time, let students do activity 1B in pairs in class and check their answers.**

B GRAMMAR

Aim: to demonstrate and identify the comparative structure.

1

- Play the first sentence of the recording and encourage the students to write it down on their own.
- Play the sentence again and let students compare their sentences with a partner.
- Then let them look at the sentence in their books and choose the correct answer.
- Let them look at the second sentence in pairs and decide which superlative form best completes the sentence.
- Play the recording to check the students' answers.
- Ask a student to read out the correct answer.

CD script Track 18

Boy *What do you think of Mark's trainers?*
Girl *Well, I prefer Harry's shoes. They look newer than Mark's trainers. And better.*
Boy *Yes, they're certainly a bit more stylish than the trainers.*
Girl *But they're much less stylish than Emma's beautiful boots!*
Boy *Yes, Emma's certainly wearing the nicest clothes for cold weather.*
Girl *You're right. They're the best for a cold day. The most sensible.*
Boy *As for Mark, he's certainly wearing the least sensible clothes for a cold day.*

2

- Write the word *cool* on the board and ask students: *Who is cooler, Emma or Harry?*
- Students should reply: *Harry.*
- Encourage them to say the whole sentence: *Harry is cooler than Emma.*
- Then ask: *Who is the coolest?*
- Students should reply: *Mark.*
- Encourage them to say the whole sentence: *Mark is the coolest.*
- Let students look at the other adjectives and use them to describe the four people in the picture.
- Monitor the activity and help them if necessary. If you think they need more practice with the comparatives, direct them to page 62 for further information.
- Ask individual students to say comparative and superlative sentences about the characters. Let the rest of the class give feedback on whether they agree or not.

▶ **For further practice, let students complete activities 2A and 2B in the Activity Book.**

C SPEAK

Aim: to express personal opinion and preference in conversation.

- Choose one of the students and say: *Look at the pictures. Which do you prefer – the coat or the jacket?*
- Let the student answer. For example: *the coat.*
- Ask the student: *Why?*
- Elicit an answer. For example: *Because it looks newer/better/cooler*, etc.
- Write the sample dialogue on the board, erase the information that can be replaced and ask a student to ask you a question. For example: *Which do you prefer – the T-shirt or the shirt?* The student then answers the question. For example: *I think the shirt is better. It looks smarter than the T-shirt.*
- Let students practise comparing two things.
- Then add another item to the sample conversation. Demonstrate it with a student. Then let two students demonstrate it and finally let students practise in pairs before getting some of the pairs to act out the conversation in front of the rest of the class.

▶ **Activity 2C in the Activity Book can be used as extra practice or set as homework.**

▶ Lesson 2 Student's Book p57

D LISTEN AND READ

Aims: to improve students' listening for the gist skills. This activity also encourages students' inferential skills.

1

- Ask students to look at the picture on page 57 and think about what they can see.
- Then get them into pairs and compare what they think the picture illustrates.
- Ask some students to tell you who they can recognise in the picture (Emma); where they are (at a clothes shop); and why they are there (to by a new coat).

2

- Tell students to read the three questions individually and choose an answer **before** reading the text. Explain to them that it's not important at this stage to know the correct answer. They are going to find it out from the text.
- Let students discuss their answers with a partner.
- Ask students to close their books and listen to the conversation.
- After the recording ask the students to check their answers to the three questions in pairs and discuss whether they were correct.
- Play the recording again. This time students can follow the conversation in their books as they listen.
- Give them a minute or two to discuss their final answers to the questions.
- Then ask individual students to read out the questions and give their answers to the rest of the class.
- Ask the class if they agree.

CD script Track 19

Assistant *How can I help you?*
Mother *We're looking for a spring coat for my daughter. She needs something cooler than the one that she's wearing.*
Assistant *Would you like the same colour again?*
Emma *Yes, but I'd like to try something less dark than this.*
Assistant *Please wait, and I'll bring some coats.*

* * *

Assistant *Would you like to try this one?*
Emma *Hmm, the colour is nice, but it looks too small for me.*
Assistant *It's size 8.*
Emma *And I need size 10.*
Assistant *So it isn't big enough for you. I'll get some size 10 coats.*

* * *

Assistant *These are all the right size. What do you think?*
Emma *Well, this one is nearly the same shade as my winter coat, so it's too dark. Sorry.*
Mother *And this one? It's prettier than the dark one, and it's also the cheapest of the three.*
Emma *Yes, but Mum, it's much too light. No, the other one is the nicest shade – not too dark and not too light.*
Mother *But it's the most expensive. My budget is only $125, so it's too expensive. We can't buy it.*
Assistant *But wait! It's in our sale. There's 20 per cent off the price.*

E GRAMMAR

Aim: to highlight the two new comparative structures: *too + adjective* and *not + adjective + enough.*

1

- Write the first sentence on the board and ask students to explain to you what it means.
- Use some of the adjectives from section B to drill the structure chorally, individually and in pairs.
- Write the second sentence on the board and repeat the procedure.

▶ **If students need further practice, let them do activity 3 in the Activity Book in class or at home.**

2

- Tell students to look at the conversation in section D again and find examples of *too + adjective* and *not + adjective + enough*.
- Get students into pairs to discuss.
- Then ask one pair to read the phrases to the rest of the class.

F SPEAK

Aims: to practise using the new structures to describe situations. The aim of these speaking activities is to lighten the lessons and make the new material relevant and enjoyable to the students.

- Tell students to look at the first cartoon and think about why it is funny.
- Group students into pairs and let them create a correct sentence about it.
- Ask a student to tell the rest of the class their sentence. For example: *The hat is too small for her. It isn't big enough for her.*
- Tell students to do the same for pictures 2 and 3.

Answers

2 *The trousers are too short for him. They aren't long enough for him.*

3 *The jacket is too heavy for him. It isn't light enough for him.*

▶ **Use activity 4 in the Activity Book to highlight the important functional language in the unit. If you have a poster in the classroom for functional language, you can add these phrases to it.**

We dress as smartly as possible.

Lesson 3 Student's Book pp58–59

Grammar
Adjectives and adverbs of manner
Comparison with adverbs
(not) as … as
Past simple

Vocabulary
Clothes, descriptive adjectives; Vocabulary list p63

To start …

- If your students don't wear a uniform to school, start the lesson by describing the clothes one of them is wearing. The student who guesses first who is being described then starts talking about the clothes another person is wearing.
- You can also use some pictures from the internet or magazines of people in different clothes. Give students the pictures and start describing the clothes until they find out who it is.

A READ

Aims: to practise reading for specific information and reading for the gist skills. The text also recycles the main unit grammar and vocabulary.

1

- Ask students to look at the first picture, and think about who the person in the photograph is and what his job is.
- Then get the students to discuss their ideas in pairs before sharing them with the rest of the class. (He is a TV presenter and his programme is called 'Our world'.)
- Ask students to look at the other four pictures and decide the what the people are going to talk about on the programme.
- Ask them to guess where they think the characters in the pictures are from.

Tip: You can check their answers but don't correct them at this stage. They will find out the answers from the reading passage.

2

- Write the letters *A*, *B*, *C* and *D* on the board and tell students to copy them into their copy books.
- Ask students to read the first text quietly on their own and decide which picture it goes with. They should write the number 1 next to the relevant letter.
- Get students into pairs to compare their answers.
- Ask one of the students to tell the rest of the class their answer. (Answer: *1 – D, because he's talking about clothes for very cold weather.*)
- Let the students decide, first individually, and then in pairs, which text goes with which picture. They should number the pictures and write down the names of the characters, too.

Tip: Give a time limit of about one minute to do this. The aim of the activity is to practise reading for the gist. Tell students to ignore new words and concentrate on doing the task.

Answers

1 D – Mark; 2 A – Pedro; 3 C – Shillan; 4 B – Yoko

- Tell students to talk about the weather in Venezuela and Canada. You can start by brainstorming some useful vocabulary or main ideas. Write these on the board to help students.
- Let students talk about the weather in the two countries in pairs and then ask one pair to share their ideas with the rest of the class. Encourage other students to add more information.

3

- Ask students to read the first sentence fragment and decide which character it describes.
- Ask them to write the complete sentence in their copy books.
- Let them compare their answers in pairs.
- Ask individual students to read out the completed sentences and ask the rest of the class to comment.

Answers

1 Pedro 2 Yoko 3 Shillan 4 Mark

4

- Tell students to read the two sentences and find them in the text.
- Ask them to find out what *the question* and *do* refer to in the sentences.

Answers

1 *the question: 'Why do we wear what we wear?'*
2 *do: 'try hard to look smart at work.'*

5

- Tell students to close their books. Write the phrase *Better safe than sorry* on the board. (If you want to challenge your students you can write it jumbled up and ask the students to rearrange the words.)
- Ask students to think about what the phrase means and to think of an example.
- Get students into pairs and ask them to share their interpretations and examples with each other and decide which is the better one.
- Ask a few pairs to tell you their 'Better safe than sorry' interpretation.
- Write *traditional – old fashioned* on the board and let students think about what they think the difference is between them.

B GRAMMAR

Aim: to introduce adverbs and adjectives of manner and their comparative forms.

- Ask a student to read the first sentence: *I'm **proud of** my uniform.* Ask students to explain to the rest of the class the function of the word *proud*. (Answer: *it describes the way you feel about something.*)
- Ask another student to read the other sentence and discuss the function of *proudly*. Ask students which *wh-* question word they would use to ask a question to which *proudly* is the answer. (Answer: ***How** do you wear the uniform?*)
- Write the third sentence on the board without the word *well.* Encourage students to give alternatives of how they would complete the sentence.
- Then tell students to think how they could change these sentences into comparative sentences.
- Discuss their sentences as a class.
- If students need further practice and explanation, direct them to page 62 in their Student's Book.

▶ **For further practice, you can ask students to do activities 1 and 2 in the Activity Book on page 42. You can start with a few examples in class and let them complete the rest at home.**

C SPEAK

Aim: to practise using comparatives and superlatives in real-life situations.

- Brainstorm some adjectives students can use to describe people.
- Ask students to write the name of their favourite film star or singer, etc. in their copy books. Let them think about adjectives they could use to describe their star.
- Get students in pairs to tell each other about their stars. Let them compare the stars.
- If you think this might be too difficult for them, demonstrate the activity, with the help of the students.

▶ Lesson 4 Student's Book p59

To start …

- Write the names of the four characters on the board (*Mark, Pedro, Yoko, Shillan*).
- Encourage students to recall as much information about each of them as they can (their job, where they are from, what they wear and why).

D READ AND SPEAK

Aim: to practise sequencing and paraphrasing skills. Students also learn to summarise longer passages.

1

- Ask students to read the first statement to themselves. They then try to decide which sentence comes after it.
- Let them compare their answer with a partner and then check their suggestions.

- Give students a few minutes to put the rest of the passage in order – first individually, then checking with a partner.

2

- Ask individual students to read the text sentence by sentence, checking if it is in the correct order.
- Ask students what helped them to put the sentences in the correct order. (Answer: *Sequencing words – First of all, for example, etc.*)

Answers

e, h, c, g, a, d, f, b

3

- Write the sequencing words on the board (*First of all, Secondly, Thirdly, Finally, For example*).
- Tell students to try to recreate the text without looking at their books.
- Get students into pairs and let them practise retelling the text to each other.
- Monitor the activity and help if necessary.
- Ask one or two students to give the description to the rest of the class with their books closed.

E GRAMMAR

Aim: to introduce *(not) as .... as* for comparison.

- Ask individual students to read out the example sentences.
- Write a few additional adjectives on the board and encourage students to use them in *as ... as* or *not as ... as* sentences.
- If your students need further help, guide them to page 62 where they will find further explanation and examples.

▶ **Do Activity Book activities 4 and 5 on page 43 in class, or set them as homework at the end of the lesson, together with vocabulary activity 3 on page 42.**

F SPEAK

Aim: to encourage students to use the new structures to talk about their own lives.

- Develop a spider diagram with expressions like: *dress tidily, get up early,* etc.
- Let students suggest other thing they do differently at weekends and on weekdays.
- Write: *more, as .... as, not as .... as* on the board and let students create their own sentences. Then let them share their sentences with another student.
- Monitor the activity and help students if necessary.
- Ask a few students to read out their sentences comparing their weekends and weekdays.

Comparing and choosing

Lesson 5 — Student's Book p60

To start …

- Write *HSGPIPNO NTEREC* on the board and let students guess the phrase (Answer: *shopping centre*).
- Develop a spider diagram from it. Elicit the kind of shops students can think of in a shopping street, mall or a shopping centre.

Tip: Your students will be more familiar with the word *mall*. You may want to explain the difference between a *mall* (US) and a *shopping centre* (UK). They are also different in the sense that a mall is usually in one building while a shopping centre is many different shops in the same area but not necessarily in the same building. (Australian English uses *mall* for a shopping street.)

A LISTEN

Aim: to practise listening for specific information.

1

- Ask students to look at the shops in the picture and decide if there is anything missing from the spider diagram you created at the beginning of the lesson.
- If there is missing information, let the students complete the spider diagram.
- Ask students to copy the spider diagram into their copy books. (This is a helpful vocabulary learning task. By using it in class and reinforcing it by making them copy it, students learn useful ways of learning new vocabulary.)

2

- Play the first part of the recording.

CD script Track 20

Conversation 1

Man	*How much is the light blue one, please?*
Assistant	*It's $370.*
Man	*And what about this dark blue one?*
Assistant	*It's the same price.*
Man	*So are the two machines exactly the same?*
Assistant	*No, the dark blue one is less heavy.*
Man	*Ah, well, I'd prefer this one to the other one. I live up a long hill, so the lighter the better!*
Assistant	*Would you like to try it?*
Man	*Yes, please.*
Assistant	*We've got a place outside at the back of the shop. You can ride round out there.*
Man	*Good. It's a long time since I've been on one of these things. I need to practise!*

- Ask students which shop they think the conversation took place at? (Answer: *bicycle shop.*)
- Now play the other two conversations.

CD script Track 20

Conversation 2

Girl	*Excuse me. I'm looking for a birthday present for my little sister. She's going to be 13 next week.*
Assistant	*So she's going to become a teenager!*
Girl	*That's right.*
Assistant	*Well, what about this? It's very popular with teenagers. It's called 'Stories of the Top Ten Pop Stars.'*
Girl	*Hmm, that doesn't seem special enough.*
Assistant	*Well, what about this? 'When You're a Teenager: A Hundred Poems for Young People.'*
Girl	*Yes, perhaps this is the right thing. The pictures are pretty, too. How much is it?*
Assistant	*It's $19.90.*
Girl	*Yes, I'll take it.*
Assistant	*Good! I'm sure your sister will be very pleased.*

Conversation 3

Boy	*Excuse me, but how much are these, please?*
Assistant	*They're $150.*
Boy	*Oh! That's very expensive.*
Assistant	*Yes, but they're very, very good. They're great for running or for games like basketball.*
Boy	*Mm, but they're too expensive for me. Can I see some cheaper ones?*
Assistant	*Yes, of course. What about this pair?*
Boy	*Yes, I prefer these. They're perfect!*
Assistant	*And they're a special price this week. There's ten per cent off, so they're only $115.*

Boy *Great! I'll take them. Here you are: $120.*
Assistant *And here's your change. Five.*
Boy *Thanks.*

Answers

Conversation 2: bookshop; Conversation 3: sports shop

3

- Ask students what the customers wanted to buy at each shop and how much they cost.
- Play the recording again without the students looking at the text.
- Copy the chart below onto the board and tell students to copy it into their copy books
- Play the recording again and let them complete the chart as they listen.
- Ask students to compare their charts with a partner and comment on and correct each other's answers.
- Play the recording again, pausing after every conversation and ask a student to come to the board to complete the grid.

Answers

	Types of product	Prices
A	Bicycle	$350
B	Poetry book	$19.90
C	Trainers	$115

B PRONUNCIATION

Aim: to practise the recognition and pronunciation of consonant clusters with 'p'. These are difficult diphthongs for students so they need to practise them.

1

- Ask students to look at the three words and think about how they would pronounce them. Ask one or two volunteers to say the words. Correct them if necessary. Play Part 1 of the recording.

CD script Track 21

Part 1

***pr**ice*	***pl**ease*	***sp**ecial*

- Play the recording again and let students repeat after the recording, word by word.

2

- Play Part 2 of the recording and ask students to point to each word they hear.
- Then play the recording again and let them point at the words and repeat them.
- Finally, ask individual students to say the words without the recording.

CD script Track 21

Part 2

***pr**efer*	***pl**ace*	***sp**ort*
***pr**actise*	***pl**eased*	***sp**eed*
***pr**esent*	***pl**ayer*	***sp**ace*
***pr**omise*	***pl**ane*	***sp**eak*

C SPEAK

Aim: to practise an everyday conversation at a shop.

- Ask students to read the conversation quietly and think about how they would say the sentences.
- They can also ask the meaning of words they don't know.
- Ask a few comprehension questions. For example: *Where are they?* (Answer: *sports shop* – it's the third conversation from exercise A2.) *What is the teenager buying?* (Answer: *a pair of trainers.*) *How much do his new trainers cost?* (Answer: *$115.*)
- Ask students to get into pairs and decide who will play each role and practise acting out the dialogue.
- You can demonstrate the conversation with one of the students or ask a pair to demonstrate it.
- After the students have had some practice, ask a few pairs to act out the dialogue to the rest of the class.
- You can also write new items (e.g. books) and prices on the board and encourage students to act the conversation out using the new information.

▶ Lesson 6 Student's Book p61

D WRITE

Aim: to prepare students to write a product review.

- Ask students what their favourite trainers brand is. Ask them why. (Help if necessary: quality, price, look, fashion, etc.)
- Tell them to look at the three shoes on page 61 and decide (individually) the style they would buy for themselves.
- Get them into pairs to discuss their choice.

Tip: You can do a quick class survey to see which is the most popular and have a discussion about why they preferred one over the other.

- Ask students to look at the survey and decide if they agree with the evaluation of the magazine.
- Give students a minute or two to complete the passage with the missing words without writing the whole passage down, but perhaps taking notes of the words they choose.
- Get students into pairs to compare their suggestions.
- Ask individual students to read out their completed texts and let the others comment on it and offer alternatives.

▶ **Do Activity Book activities 1 and 2 on pages 44 and 45 as a preparation for the writing task or set them as homework before the lesson. Then ask students to look at their Activity Books and try to complete the text in writing.**

E UNIT TASK

Aim: to summarise the unit vocabulary and grammar in a tangible piece of writing.

- Ask students to read the instructions and think about their opinion about the Lasers trainers.
- Then ask them to share their opinion with a partner and design the three paragraphs they would write about it.
- Tell them to use the framework provided in activity 4 on page 45 of the Activity Book.

LANGUAGE FOCUS

- This section summarises the main grammar points and vocabulary of the unit. This material is not strictly for the classroom, but you can take advantage of it during the unit or as a separate revision of the main parts of the unit together with the practice activities in the Activity Book.

TO HELP YOU STUDY

- This section gives students useful tips on how to improve their learning, as well as various methods to help them acquire and organise new vocabulary on the road to learner independence.

Answers

	noun	*adjective*
1	*difference*	*different*
2	*safety*	*safe*
3	*heat*	*hot*

	verb	*noun*
1	*live*	*life*
2	*sell*	*sale*
3	*produce*	*product*

	verb	*noun*	*adjective*	*adverb*
1	*save*	*safety*	*safe*	*safely*
2	*surprise*	*surprise*	*surprising*	*surprisingly*
3	*use*	*use*	*useful*	*usefully*

6 LITERARY READER

Around the World in Eighty Days by Jules Verne

Aim: to improve students' extensive reading skills and promote reading for pleasure.

Episode 6: Adventures in Japan

- **Independent reading**: set the task for reading at home **at the beginning of the unit** and tell students to keep a reading diary in which they keep notes of what happened and where the protagonists are.
- **In-class reading:** sometimes you may want to read out the episode to the students as they read along.
- After reading the text either at home or in class, have a quick discussion about the episode.
- Point to the timeline in the classroom or ask students to look at their notes in their reading diary, to revise what has happened so far.
- Ask students to point out London and the previous destinations and dates on the map.
  - Charing Cross Station, London, 2nd October 1872, 8.45 p.m.
  - Bombay, 20th October 1872, 4.30 p.m.
  - Calcutta, 25th October 1872, 7 a.m.
  - Singapore, 31st October 1872, 4 a.m.
  - Hong Kong, 6th November 1872, 1 p.m.
- Then point to the map and discuss with the students where the travellers are after Episode 6: Yokohama, 13th November and San Francisco, 3rd December 1872.
- To reinforce some useful vocabulary, you might want to do activity A on page 76 in the Activity Book. Activity B helps students create their own plot summaries and revise grammar and lexis.

Did you know?

- The aim of this part of the book is not teaching grammar or vocabulary. It is designed to encourage students to learn about the world around them. It also gives students an opportunity to research and find out more about a topic if they are interested.

Tip: You can always suggest that students visit en.wikipedia.org if they want to find out more about the topic discussed in the *Did you know?* section.

- Let students read the text and then ask a few comprehension questions:
  1. What year did Japan start to open up? (*1868*)
  2. What's the population of Tokyo-Yokohama? (*30 million*)
  3. Can you name two important companies based in Japan? (*Sony, Toyota*)

Task: Find out about Japanese traditions and customs and make mini presentations.

REVISION

I've lost my wallet!

Lesson 1 Student's Book pp66–67

To start …

- Remind students of the characters in the story. Ask: *Who are Haval and Ben? Where did they meet?*

A READ

Aim: to revise the vocabulary and grammar of Units 5 and 6 in new contexts. The activities also aim at developing different reading skills (for gist, for specific information, etc.).

1

- Tell students to open their books on page 66 and look at the picture. Ask them if they can recognise the people in the picture and describe what they are doing in pairs.
- Then tell them to close their books and describe the picture in as much detail as possible to the rest of the class.
- Encourage other students to add new information.
- Ask students to match the two pictures with the conversations individually. They should then discuss their answers with a partner. (Answer: *Picture A – conversation 1; Picture B – conversation 3.*)
- Write two questions on the board: *What has just happened? What is happening now?*
- Let students discuss their answers to the questions on the basis of what they can see in pictures A and B.

Sample answers

Picture A: Ben has just paid for the vase. The shopkeeper is giving him his change. Picture B: Ben and Haval are at the park and meeting Bahar. Ben is looking for his wallet.

2

- Ask students to read the statements and guess whether they are true or false.
- Then ask them to find out if they were right on the basis of the conversations.
- Get them into pairs to compare and discuss their answers and correct the false statements.
- Ask individual students to read out the statements and say whether they are true or false and correct the false ones. Ask other students if they agree.

Answers

1 *False. He's never been to a bazaar.*
2 *False. The pot is cheaper than the rug.*
3 *True.*
4 *False. She is just coming.*
5 *False. He bought some postcards at the museum and ice creams in the park.*
6 *False. Ben says that he is a lucky guy.*

3

- Ask students to think about what happened between buying the pot and arriving at the park. (Answer: *Ben and Haval went to the museum, and Ben bought some postcards.*)
- Tell students to look at the other three episodes and try to think of things that might have happened to Haval and Ben between the two.
- Encourage them to come up with creative suggestions.
- Get the students into pairs to share their ideas and choose the ones they both like.
- Ask pairs to share their ideas with the rest of the class.
- Ask students: *How many places have Haval and Ben been to?* (Answer: *Four – the bazaar, the museum, the park, and the police station.*)
- Ask students: *What does Bahar suggest they do?* Let students find the answer in pairs or have a whole-class discussion to check that students have understood the reading. (Answer: *She suggests that they go back to the statue, and that they go to the police station.*)
- Ask students: *What are the things the text says about Silemani?* (Sample answers: *That it is a big city, but smaller than Erbil. The bazaar is amazing. There are statues of Kurdish writers in the central park. There is a museum where you can buy postcards.*)
- Ask if the students know more about Silemani.

Lesson 2 Student's Book pp66–67

4

- Tell students to read the conversations again and find the phrases, then think about what they could refer to.
- Get them into pairs to compare their answers.
- Ask individual students to give their answers to the rest of the class.
- Check if the class agrees with the answer.

Answers

1 *'everything' refers to Ben wanting to see everything in Silemani, although it is a big city.*
2 *'go' refers to Bahar suggesting that they go back to the statues to see if Ben's wallet is there.*
3 *'in' refers to the police station.*

5

- Write the sentence on the board and ask students to think about what it means.
- Tell students to discuss their answer with a partner before the whole-class discussion.

Suggested answer

Bahar says it to Ben when he blames himself for losing his wallet. We often say this to make people feel better about themselves.

B LANGUAGE

Aims: to revise and practise using the present perfect tense; to revise and practise comparison of adjectives to talk about personal experiences.

1

- Ask a student to take role A and you take role B.
- Demonstrate the conversation.
- Then ask two students to demonstrate the dialogue.
- Let students think of what they are going to ask and answer with each other. Then get them into pairs and let them practise the conversation, swapping roles after they have finished.

2

- Brainstorm with the students about the most interesting, attractive, etc. places in their town. Write their suggestions on the board.
- Get them into groups of four or five and let them decide which ones they would show to a visitor.
- To make the activity more interesting, you can ask students to invent a character who comes to visit their town. This character could be a celebrity or a famous person.
- Ask groups to tell the rest of the class who their visitor is and which places they chose to visit and why.
- Students can vote for the best sightseeing tour.

▶ **The Activity Book activities give extra practice opportunities to the students. If you think there are points they need to practise more, you can use these in class, but generally encourage them to do these activities for their own benefit at home. Always check their homework but don't spend much time doing the activities in class. Students usually have problems with question forms. It is recommended that you set activity 4 in the Activity Book as homework or as pair work at the end of the lesson.**

7 LESSONS 3&4

REVISION

Vocabulary and skills

Lesson 3 Student's Book pp68–69

To start …

- Play a vocabulary game, using the main vocabulary from Units 5 and 6.
- Give the definition of a word and ask the students to guess the word.
- Give students a few minutes to browse Units 5 and 6 and choose words they can describe.
- Let them practise in pairs, then quiz the rest of the class.

A VOCABULARY

Aims: to revise the vocabulary of Units 5 and 6 in new contexts. The activities also aim at developing different reading skills (for the gist, for specific information, etc.)

- Divide the class into two groups. Each group looks at one of the texts.
- Get one representative from each group into pairs. Let students share their answers with each other.
- Check the groups' answers.

Tip: Give students enough time to read through and discuss their answers but encourage them not to use dictionaries and to try to figure out the order of the missing words and their correct forms without any help. This exercise aims at skills development. There is no need for students to read and translate these passages. Concentrate only on the actual task of identifying the correct order of the words.

Answers

A website: *1 humans 2 all over 3 planets 4 beyond 5 signals 6 amazing 7 spent 8 waste 9 international 10 consists of 11 launched 12 connected*

An email: *1 climate 2 minus 3 degrees 4 completely 5 culture 6 negative 7 dress 8 survive 9 sweater 10 gloves 11 boots 12 hat*

- If you have some time, have a quick conversation about each topic. Concentrate on the main ideas. Get students to explain the titles of the articles to summarise the gist of the stories.

Lesson 4 Student's Book p69

B LISTEN

Aim: to practise listening for specific information and note taking.

1

- Tell students to read the four questions and decide what they think the conversation is about.
- Let them do this individually first and then compare their ideas with another student. Ask one or two students to give their ideas to the rest of their class. Don't comment on the suggestions at this stage. The aim is to focus their attention on the listening.
- Play Part 1 of the recording and check if the students guessed the topic correctly

CD script Track 22

Part 1

Guide *Hello, everybody …*
Group *Hi./Hello.*
Guide *Welcome to Kurdistan, and welcome to my part of Kurdistan – Silemani.*
Group *Thanks./Thank you.*
Guide *Now let me make sure. If I speak English, you'll all understand, won't you? Some of you are from America, aren't you?*
Voices *Yep./You got it.*
Guide *And Britain?*
Voices *Yes./That's right.*
Voice *And don't forget the Ozzies.*
Guide *Sorry, yes, Australia, too. And you've all just arrived in Silemani.*
Voices *Yes./Right.*
Guide *Well, thank you all for coming here to our new tourist information centre. I hope you've found maps and information to help you during your visit here.*
Voices *Thanks./Yeah.*
Guide *Now, before we go on our tour of the city, I want to tell you a little about the place.*
Voices *Good./Fine.*

Answer

They are at a tourist information centre. Some English-speaking visitors meet a guide.

- Play the recording again and let students answer the questions individually.
- Then students can compare their answers with a partner.
- Play the recording again so that students can check their answers.
- Ask individual students to tell you the answers. Check if the other students agree with them.

Answers

She's Kurdish.
From Britain, America, and Australia.
At the new tourist information centre in Silemani.
She is going to tell them a little about Silemani.

2

- Tell students to copy the form into their copy books and try to think of how they would complete it.
- They can compare their completed notes with another student. It's important that they try to do this so that the listening will be easier for them.
- Play Part 2 of the recording with the students listening only at this stage.

CD script Track 22

Part 2

Guide *Now first, you need to know a little about Ibrahim Pasha. He was the Emir of this area, called Baban, over 200 years ago. To be exact, he was Emir from 1782 to 1803.*
Voice *And did he do something special?*
Guide *He certainly did. You see, he was the man who started building the modern city of Silemani. He decided to move his capital here, and work began in 1784.*
Voice *So that means Silemani isn't nearly as old as Erbil.*
Guide *That's right. It's a little over two centuries old.*
Voice *Well, that's still older than most cities in America or Australia.*
Guide *You're right about that. Anyway, moving on now to today's city, it's now a city of about 400,000 people, and it's one of the biggest, most important places in Kurdistan. People often call it Kurdistan's capital of culture. You see, lots of important writers and artists have come from here.*
Voice *And what about places to see?*
Guide *Yes, I'm coming to that now. First, there's the Bazaar. That's in Salim Street.*
Voice *Salim Street. Is that near here?*
Guide *Yes, we're going to walk to the Bazaar in a minute. And then there's also the Museum. There's lots to see there. There's traditional clothing, and there are also lots of examples of traditional arts and crafts. And of course we mustn't forget that people have lived here for 60 or 80 thousand years, and so there are many ancient 'finds' in our Museum as well.*
Voice *So we're going to get lots of culture on this visit!*
Guide *Yes, but not all the time. You can relax and enjoy yourselves in the park in the middle of town. There are lovely gardens to see there with beautiful trees and flowers, and there are also statues of some important Kurdish poets and writers.*

- Play the recording again with the students taking notes.
- Play the recording a third time so that students have a chance to complete their notes.
- Ask students to compare their completed forms with a partner. Then check their answers as a class.

Answers

1 1803 2 1784 3 400,000 4 culture
5 Salim Street 6 clothing 7 arts and crafts
8 park 9 gardens 10 statues

C PRONUNCIATION

Aim: to reinforce the way we say numbers when they refer to years.

1

- Write the first pair of years on the board (*1872* and *1782*).
- Ask students to read out the two numbers as years chorally.
- Get students into pairs and let them try to say the years to each other and write down the years their partner says.
- Play Part 1 of the recording with the books closed. Ask students to write down the year they hear.

CD script Track 23

Part 1

1 *1782*
2 *1954*
3 *2023*
4 *1981*
5 *1987*
6 *2074*

- Play the recording again. Let students compare their solutions with the person sitting next to them.

2

- Play Part 2 of the recording and ask students to repeat after each item.

CD script Track 23

Part 2

1	*1872*	*1782*
2	*1945*	*1954*
3	*2023*	*2032*
4	*1981*	*1891*
5	*1897*	*1987*
6	*2074*	*2047*

- Get students into pairs and let them practise saying and repeating the years.

D SPEAK

Aim: to practise telling a narrative.

- Remind students of the scene at the tourist information centre.
- Tell students that they are one of the tourists who heard about the history of Silemani and they want to tell their friends what they learnt about the city.
- Read out the first sentence of the narrative and encourage students to continue it in pairs using their notes to activity B2 in their copy books.
- Listen to one or two students. Encourage them to try to act out the conversation.

Tip: Role plays are very useful learning tools. Students enjoy putting on the personality of someone else. This might help them get rid of some of the inhibitions they may have. Encourage them to create personalities and imitate the interaction as they think it could happen. You can use props to pretend that the situation is real. The more often you encourage students to engage with this kind of activity, the more likely it is that they will use and enjoy them later.

E UNIT TASK

Aims: personalisation – students practise discussing events similar to the ones in the story but related to their own lives and experiences. This is a summary of Units 5 and 6.

1

- Tell students to work in pairs or groups of three and decide which famous or popular place in Kurdistan they are going to write about.
- Get students to develop a spider diagram with the information they want to include about their chosen place.
- You can also ask them to think of a place which is similar to the one they have chosen and compare the two.
- Tell students to write an email about the place they have chosen to a penfriend, perhaps Amy or Jack from Unit 4.
- Remind them of the email formats, and ask them to design their own email layout.
- If you have access to the internet, you can ask students to write these emails online and send them to you or each other.
- Apply the stages of process writing to improve the emails.

▶ **The Activity Book activities on pages 50 and 51 give students extra practice opportunities. If you think there are points they need to practise more, you can use these in class, but generally encourage them to do these activities for their own benefit at home. Always check their homework but don't spend much time doing the activities in class. Activity 2 is a very useful exercise to reinforce the link between the literary reader and the language and vocabulary learnt. You can use this section to revise the storyline, too.**

7

LITERARY READER

Around the World in Eighty Days by Jules Verne

Aim: to improve students' extensive reading skills and promote reading for pleasure.

Episode 7: To 'the Wild West'

- **Independent reading**: set the task for reading at home **at the beginning of the unit** and tell students to keep a reading diary in which they keep notes of what happened and where the protagonists are.
- **In-class reading:** sometimes you may want to read out the episode to the students as they read along.
- After reading the text either at home or in class, have a quick discussion about the episode.
- Point to the timeline in the classroom or ask students to look at their notes in their reading diary, to revise what has happened so far.
- Ask students to point out London and the previous destinations and dates on the map:
  - Charing Cross Station, London, 2nd October 1872, 8.45 p.m.
  - Bombay, 20th October 1872, 4.30 p.m.
  - Calcutta, 25th October 1872, 7 a.m.
  - Singapore, 31st October 1872, 4 a.m.
  - Hong Kong, 6th November 1872, 1 p.m.
  - San Francisco, 3rd December 1872
- Then point to the map and discuss with the students where the travellers are after Episode 7: Fort Kearney
- To start a plot summary, you might want students to do the activities on pages 76–77 in the Activity Book.
- You can also find a summary of the adventures in Japan on page 51 of the Activity Book, which provides students reading, grammar and vocabulary practice based on the reader.
- If you have time in class, you can ask students to work on the summaries together and then practise reading them out.

Did you know?

- The aim of this part of the book is not teaching grammar or vocabulary. It is designed to encourage students to learn about the world around them. It also gives students an opportunity to research and find out more about a topic if they are interested.

Tip: You can always suggest that students visit en.wikipedia.org if they want to find out more about the topic discussed in the *Did you know?* section.

- Let students read the text and then ask a few comprehension questions:

  1 When did Europeans start arriving in America? (*In the early 1600s.*)

  2 Why did people go to America? (*Because they were poor and they were looking for a new life and land in the New World.*)

  3 How many Native Americans lived there at the time? (*5 million*)

  4 When was the first transcontinental railroad opened? (*1869*)

Task: Find out about the Native Americans. How many Native Americans are there these days? What happened to them? Why were they mistakenly called Indian?

8 LESSONS 1&2

IF …

If you do the housework, I'll …

Lesson 1 — Student's Book p72

Grammar
Open conditional
First conditional

Vocabulary
Housework jobs; Vocabulary list p79

To start …

- Write the word *housework* on the board.
- Ask students to think about the meaning of the word and discuss with a partner what they think it means. (Things you do in and around the house to keep it tidy and clean.)
- Ask students to give you examples and write them on the board.

A LISTEN AND SPEAK

Aim: to practise listening for specific information and to improve students' memory.

1

- Tell students to open their books on page 72 and look at the pictures and name the activities.
- Check if there are housework jobs they haven't mentioned.
- Ask students to copy the names of the jobs around the house in their copy books and then close their books. (Note: This is good to prepare them for the content of the listening. If they focus on listening to the recording, they will also practise listening for details, which is the real aim of the activity.)
- Play the recording.

CD script Track 24

Sophie is visiting her aunt and uncle and her cousins Ed and Will. They have just had dinner.

Ed *Mum, don't worry about the* ***washing up****. The three of us can do it.*
Mum *Oh, thanks. I must say I'm really tired. It was a long day at work.*
Ed *Right, I'll do the washing up.*
Sophie *Then I'll do the* ***drying****.*
Will *And I'll do the* ***putting away****.*
Sophie *Do you two do housework a lot?*
Ed *Yes, we often help around the house. It's partly because Mum and Dad have to work so hard at our little shop.*
Will *When they're very busy, we do as much as we can.*
Ed *What about you?*
Sophie *Yes, I often help, too. I often do the* ***vacuuming*** *and I* ***sweep*** *the kitchen floor, too. And if Mum is very tired, I* ***make dinner*** *for the family.*
Will *Do you have to* ***make your bed****? I always have to do that. Mum gets angry if I forget.*
Sophie *Oh, yes, I've always had to do that and* ***tidy up my room*** *since I was small.*
Ed *I usually help Dad, too, when he* ***washes the car****.*
Sophie *I don't have to do that, but I sometimes* ***clean the windows****.*
Ed *And I always have to* ***take out the rubbish****. That's one of my jobs.*
Sophie *The problem is that there's so much homework from school, too. Life sometimes seems too busy!*

- Ask students to look at their list and try to number the items in the order they heard them.
- Get the students into pairs again and let them compare the order they have put things in.
- Play the recording again. This time with their copy books open.
- After the recording give students some time to check their answers.
- Ask individual students to give you the names of the jobs in the order they heard them.

2

- Point to one of the items on the board and say: *I have to …*
- Ask students to repeat after you.
- Then point at another item and say: *I don't have to …* and ask the students to repeat again.
- Check if students understand the difference between *have to* and *don't have to* or explain it to them if necessary.

- Then point to an item and elicit from one of the students the appropriate sentence.
- Ask students to look at the list in their copy books, and put a tick (✔) next to the items they have to do and an 'X' next to the items they don't have to do.
- Then ask them to work in pairs and tell each other the things they have to do and don't have to do.
- After a few minutes ask a few students what their partner has to/does not have to do.

3

- Ask a student to tell you something they have to do now. (For example: *I have to make dinner*.)
- Write: *When I was small …* and elicit the correct form of the verb. (For example: *When I was small I didn't have to make dinner.*)
- Let students work in pairs and talk about the things that are different now from when they were young.
- After a few minutes ask a few students what their partner has to/does not have to do now, that they did/didn't do in the past.

B GRAMMAR

Aim: to introduce the structure of the open conditional with *when* or *if.*

1

- Write the first sentence on the board with the main verbs (*be, make*) missing: *If Mum ____ very tired, I _______ dinner for the family.*
- Ask students to copy the sentence into their copy books and decide how they would complete it. (They heard this sentence in the conversation three times, so they should remember it even if they are not familiar with the structure.)
- Get them into pairs and ask them to show each other their answers and compare them.
- Ask one of the students to come to the board and complete the sentence.
- Ask students what they think the rule is.
- If they have difficulty with this activity, direct their attention to the Language Focus section on page 78 for further information.

▶ **For further practice, let students complete activity 2 in the Activity Book (pp52–53) in class or start it in class and let students finish it at home.**

2

- Tell students to listen to the recording again and identify other sentences with open conditionals.
- Ask students to discuss the sentences in pairs.
- Then play the Track 24 again and tell students to shout *pause* when they hear a sentence with the open conditional.
- Pause the recording and let students (individuals or groups) repeat the whole sentence.

C SPEAK

Aim: to practise asking and answering questions using the open conditional.

1

- Write the beginning of the question on the board: *What do you usually do when you …*
- Brainstorm with the students for ways to complete the sentence: *get home from school; get up in the morning; are hungry, etc.* Underline the simple present form for emphasis.
- Write the second part of the conversation on the board. *When I leave home, I …*
- Then ask students what *What about you?* means. If they don't know, explain to them that it's an expression used for asking somebody the same question they have just answered.

2

- Encourage students to come up with more surprising or unusual situations. Write them on the board.
- Write *do/can/might* on the board and discuss the difference between them with the students. (We use *do* for things we actually perform; we use *can* for things we are likely to do; we use *might* for things we are not at all sure whether we will do.)
- Choose a student to demonstrate the conversation with.

- Ask two students to demonstrate the conversation.
- Let students practise asking and answering the questions.
- Monitor and help if necessary.
- Ask a few students to demonstrate their conversations to the rest of the class.

Lesson 2 — Student's Book p73

D LISTEN AND READ

Aims: to improve students' listening for the gist skills. This activity also encourages students' inferential skills.

1

- Copy the 'Events of the day' chart from the Student's Book onto the board and ask students to make a copy in their copy books, too.
- Explain that S, E and W are the names of the characters in the dialogue.
- Try to elicit what the listening is going to be about. (Don't worry if they don't guess that it's about a birthday surprise. This kind of activity only prepares them for the listening task later.)
- Ask students to close their copy books and Student's Books and play the recording.
- After the recording ask students to open their copy books and try to complete the chart on their own.
- Get students into pairs and let them complete the chart together and compare their answers.
- Play the recording again.
- After the recording, give them a little time to compare notes.
- Ask a few students to come to the board and complete the chart.

CD script Track 25

At 8.00 a.m.:

Ed *Can you come home early, Mum? It's your birthday.*
Mum *Sorry, Ed, but we're open till seven tonight. And I must go now. I'm late.*
All *'Bye.*
Ed *That's sad.*
Will *And when she gets home, she'll start cooking and cleaning.*
Ed *And she'll be too tired for her presents.*
Sophie *Well, if we do the cooking and cleaning, she'll be free to relax.*
Ed *Good idea, but we can't cook.*
Sophie *Well, if you do the other housework, I'll make dinner – and a birthday cake, too.*
Ed *Fantastic!*
Will *And I'll make a birthday banner for the front door.*

* * *

At 5.30 p.m.:

Sophie *How are you two getting on?*
Will *I've made the banner.*
Ed *And I've vacuumed and tidied up everywhere. What about you?*
Sophie *Well, dinner is cooking, but I haven't made the cake yet. If I don't start now, it won't be ready.*
Ed *Is there anything we can do to help?*
Sophie *Yes, it'll help if you wash the dishes.*
Ed *Right, come on, Will.*

* * *

At 7.30 p.m.:

Will *They're home. I can hear the car.*
Ed *Let's go to the door.*
Mum *What's this? 'Happy Birthday, Mum!'*
Ed *Hi, Mum!*
All *Happy Birthday!*
Mum *What a lovely surprise!*

Answers

Events of the day:		
Morning:	At 5:30:	At 7:30 p.m.:
Mum leaves to go to work	*S* starts making *the cake*	Mum and Dad *… get home from work*
S, W & E plan *the housework*	E & W start *washing the dishes*	S, E & W go to the door *and say 'Happy Birthday, Mum!'*

E GRAMMAR

Aim: to introduce the structure of the first conditional with *if* + present simple and future with *will.*

1

- Write the first sentence on the board with the main verbs (*be, make*) missing: *If we* ____ *the cooking, she* _______ *free to relax.*
- Ask students to copy the sentence into their copy books and decide how they would complete it. (They heard this sentence in the conversation, so they might remember it even if they are not familiar with the structure.) They can also look for the sentence in their Student's Books.
- Get them into pairs and ask them to show each other their answers and compare them.
- Ask one of the students to come to the board and complete the sentence.
- Ask students what they think the rule is.
- If they have difficulty with this activity, direct their attention to the Language Focus section on page 78 for further information.

▶ **For further practice, ask students to complete activity 3 in the Activity Book (p53) in class or start it in class and complete it at home.**

2

- Tell students to look at the text again and identify other sentences with the first conditional.
- Ask students to compare their sentences in pairs.
- You can also play the Track 25 and tell students to shout *pause* when they hear a sentence with the first conditional.
- Pause the recording and let students (individuals or groups) repeat the whole sentence.

3

- Ask students to find a sentence in the dialogue using *when* which uses the same structure. (Answer: *And* ***when*** *she gets home, she'****ll*** *start cooking and cleaning.*)

F SPEAK

Aim: to practise using the fist conditional to make decisions. The aim of these speaking activities is to lighten the lessons and make the new material relevant and enjoyable to the students.

1

- Write the word *picnic* on the board and ask students to think about the kinds of things they have to decide. Write their ideas on the board as a spider diagram or a flow chart.

  For example:

  Where shall we go? → Who shall we invite? → What games shall we take? → What food shall we take?

- Ask a few students to produce first conditional sentences.
- Get students to practise in pairs.

2

- Add some more information about what will be needed and let students divide the jobs between them and practise using the language.

8 LESSONS 3&4

IF …

What would you do?

Lesson 3 Student's Book pp74–75

Grammar
Second conditional

Vocabulary
See list on page 79

A READ

Aims: to practise reading for specific information and reading for the gist skills. The text also recycles the main unit grammar and vocabulary.

1

- Ask students to look at the two pictures and try to decide what dilemmas the two characters are facing without reading the text.
- Get students into pairs and let then compare their ideas.

2

- Get students into pairs again and let them try to decide which alternative they would choose and why.
- You can do a short group survey to demonstrate the students' choices.
- Get them to discuss the worst choice, too, and do a class survey.

B GRAMMAR

Aim: to introduce second conditionals.

- Write the first sentence on the board with the main verbs (*go, lead*) missing: *If everything _________ well, it would _________ to things.*
- Ask students to copy the sentence into their copy books and decide how they would complete it. (They read this sentence in the text, so they may remember it even if they are not familiar with the structure.)
- Ask them in pairs to show each other their answers and compare them.
- Ask one of the students to come to the board and complete the sentence.
- Ask students what they think the rule is.
- If they have difficulty with this activity, direct their attention to the Language Focus section on page 78 for further information.

▶ **For further practice, ask students to complete activity 1 in the Activity Book on page 54 in class, or start it in class and let students finish it at home.**

2

- Tell students to look at the passage again and identify other sentences with open conditionals.
- Ask students to discuss the sentences in pairs.
- Ask individual students to read the sentences to the rest of the class.

C SPEAK

Aims: to practise using first conditionals in real-life situations; to practise talking about decisions.

- Ask one of the students what they would do in Situation 1? (Write the question on the board.)
- Let the students answer and write the sentence on the board: *If that happened to me, I would …*
- Then add the question *Would you do the same?* Let the student ask you, and give an answer.
- Write the skeleton of the answer on the board or let students look at the conversation in their Student's Books.
- Ask a pair of students to demonstrate the conversation before you let them all get into pairs to practise it.
- If you have some more time, let students 'mingle' in the classroom and talk to as many people as possible to gauge their opinions.

Lesson 4 Student's Book p75

To start …

- Revise using the first conditional with the following conditional game.
- Say a first conditional sentence, e.g. *If I won a car, I would learn to drive.*
- Ask a student to continue using the main clause as an 'if clause'. For example: *If I learnt to drive, I would take my family to the mountains.*
- Continue with a few other students.
- Once all the students have understood the task, divide the class into two groups and give them the same sentence that they have to transform. The group which finishes first is the winner.
- Let the two finishing people tell their last sentence to the rest of the class.

D READ

Aim: to practise reading for information.

1

- Tell students that they have to recall what the expressions in bold refer to.
- Tell them to read the three sentence fragments on the right and the text on the left to figure out what the expressions in bold refer to.
- Do the first one together. Ask one of the students to read the fragment and find it in the text. Elicit what the expression *both things* refers to. (Answer: *Visiting grandma **and** studying for the test.*)
- Once you have made sure that students understand what they have to do, let them decide the meaning of the other two phrases on their own.
- Then let them compare their answers with a partner.
- Check the answers with individual students.

Answer

***this** refers to the second possibility – try to do both things: go to school and sing every evening.*

***both** refers to school and a career as a singer.*

2

- Ask students to read the questions first and decide their answers, individually.
- Then get them into pairs to compare their answers.
- Finally, ask individual students to give their answers to the rest of the class.
- Repeat the survey from the previous lesson to see how much students' opinions have changed.

Answers

Situation 1: b is the best and c is the worst.

Situation 2: a is the best and b is the worst.

▶ **To highlight the new vocabulary in the unit, you can do activity 2 in the Activity Book (p55) with the students or assign it as homework. It is recommended that you start the activity with them so that they know what they should do.**

E GRAMMAR

Aim: to introduce and practise second conditionals.

1

- Write the first sentence on the board with the main verbs (*do, be*) missing: *If you ____ this, you would _______ very tired.*
- Ask students to copy the sentence in their copy books and decide how they would complete it. (They read this sentence in the text, so they might remember it even if they are not familiar with the structure.)
- Get the students into pairs and ask them to show each other their answers and compare them.
- Ask one of the students to come to the board and complete the sentence.
- Ask students what they think the rule is.
- If they have difficulty with this activity, direct their attention to the Language Focus section on page 78 for further information.

▶ **For further practice, ask students to complete activity 3 in the Activity Book (p55) in class or start it in class and then complete it at home.**

2

- Tell students to look at the text again and identify other sentences with the second conditional and expressions used to talk about probability.
- Ask students to compare their sentences in pairs.
- You can ask a student to read the text while the others shout *pause* when they hear a sentence with the second conditional. The student pauses, and the others (individuals or groups) repeat the whole sentence.

F SPEAK

Aim: to use the new grammar structures in new contexts that are relevant to the students' own experiences.

- Ask a student to read out the first situation.
- Check that all the students understand it.
- Ask the student to give his/her answer.
- Let students decide what they would say in the situation. Encourage them to offer unique and less usual/predictable suggestions.
- Let them discuss their suggestions with a partner, and choose the action they would take.
- Ask a few students to tell the rest of the class what they would do.
- Then let them move on to the second situation.

Tip: If you have a little time at the end of the class, you might want to ask a few of the students to act out the situation.

8 LESSONS 5&6

IF …

Making a suggestion

Lesson 5 Student's Book p76

To start …

- Ask students to look at the picture on page 76 for one minute and try to memorise as much information about it as possible.
- After they have closed their books ask them to talk to a partner about the picture.
- Ask students to give as much detail as they can.

A LISTEN AND SPEAK

Aim: to identify the gist and specific information in a spoken text.

1

- Ask students to read the three activities quietly and decide on their answers.
- Get students into pairs to compare their answers.
- Ask individual students to read out the activities and give their answers. Check whether the other students agree.

2

- Ask students to close their books and play the first part of the TV show recording.

CD script Track 26

Part 1

Welcome to this week's SPEAK YOUR MIND, your chance to say what you want to say.

Now, it's possible that the city might be able to get some money from the government for a special project. So this week, we're discussing your ideas for a really good project for the city. If we could get this money, what would we do with it? What would we spend it on? How could we use it to make everyone's lives better?

Who would like to make the first suggestion? Yes, you sir, the man in the green sweater. What are your ideas?

- Ask students to look at the three tasks and discuss their answers on the basis of the recording.
- Play the recording again if needed.
- Ask some of the students to give their answers.

Answers

a *A TV studio.*

b *They are discussing ideas for a good project for their town.*

3

- Ask students to look at the picture again and guess what kind of suggestions people have come up with.
- Let them discuss in pairs what they thing about the suggestions and why they think each is a good or a bad idea.
- Let them share their observations with the rest of the class.
- Ask students to work on their own and read the sentences in the two columns and try to match them and write their answers in their copy books.
- Ask students to compare their suggestions with a partner.
- Tell students to close their books and listen to the second part of the recording.

CD script Track 26

Part 2

Man 1 *Well, I've been a taxi driver for 30 years, and I've spent thousands of hours on this city's roads. And too often I can't move. It takes hours to get across the city. And why? It's because of our narrow old bridge across the river. So here's my suggestion. If we built a new bridge across the river, cars could move through the city faster. And, you see, if transport in the city worked better, life would be better for everyone.*

Presenter *Well, thank you. That sounds a great idea. And a lot of people seem to agree with you. Now, what other ideas are there? The young woman in the blue jacket, please.*

Woman *Well, I've got a young family and I have to do a lot of shopping. What I really want is one really big, modern shopping centre. If we had a new shopping centre, all the important shops would be in one place. If people could find everything together, they would be able to do their shopping more easily.*

Presenter *So there's another interesting idea. Now let's hear from someone else. You sir, the thin young man in the shirt and jacket.*

Man 2 *Thanks. Well, city life is great, but people don't want to drive round the busy streets all the time. And we can't go shopping 24 hours a day. No, sometimes, people need somewhere quiet to go – and I'm thinking of a park. Now, if we created a beautiful new city park, thousands of people would be able to enjoy this green space. And you see, if all of us had a place to relax and enjoy ourselves, this would help to build a better, stronger community.*

Presenter *Thank you. So there we have a third idea. Now we've had three very good suggestions. Are there any more?*

- Ask students to open their books again and revise their answers.
- Play the recording again while they are looking at the text.
- Ask students to read out the sentence pairs.

Answers

1d 2f 3b 4e 5c 6a

▶ **If you have time in class, or as homework, ask students to do the first activity in the Activity Book on page 56. Start the first few sentences together to make sure students know what to do.**

▶ Lesson 6 Student's Book p77

B PRONUNCIATION

Aim: to practise the pronunciation of the *th* sound.

1

- Write *th* on the board and ask students to tell you words which have this letter combination in them.
- Write a circle around the ones which have the voiceless sound and a square around the ones that have the voiced sound.
- Elicit from the students the difference.
- Ask students to open their books on page 77 and copy the chart into their copy books.
- Ask them to write the words from the book in the correct column before they listen.
- Ask them to close their books and listen to Part 1 of the recording.

CD script Track 27

Part 1

the this thirty thousands through
that thank you other everything
they their thin

- Ask students to open their copy books again and check their answers.
- Then play the recording again and let students revise their answers.
- Ask individual students to come to the board and write the words in two columns.

Answers

1	***th**e*	***th**irty*
2	*this*	*thousands*
3	*that*	*through*
4	*other*	*thank you*
5	*they*	*everything*
6	*their*	*thin*

2

- Play the second part of the recording and encourage students to repeat the words chorally/individually.

CD script Track 27

Part 2

the this that other they their
thirty thousands through thank you
everything thin

C SPEAK

Aim: to practise using the unit grammar and prepare students for the writing task.

- Discuss with the students what the three people's suggestions were.
- Ask students to look at their notes from activity 3 on page 76 and make suggestions.

- Get students into groups of three and each chooses one the of the roles.
- After all three have spoken, they have to decide which project they will support as a group.
- Once each group has made their decision, do a class survey and decide which project the whole class supports.

D WRITE

Aim: to produce a piece of writing at the end of the unit that re-contextualises the unit grammar and vocabulary.

- Ask students to look at part A of activity 2 in the Activity Book on page 57 and try to complete the passage individually.
- Then ask students to get into pairs and compare their answers.
- Finally, ask students to read out the complete sentences.
- Put students into three groups and allocate each group with one of the three suggestions for the city project. Ask them to write a summary of the suggestions, using the prompts in activity 3 on page 76 of the Student's Book.
- Monitor the activity and help students when necessary.
- Ask a student from each group to come to the board and write their paragraph on the board.
- Let the rest of the class read the paragraphs and suggest corrections and additions if necessary.
- Then erase the suggestions from the board and let students write the suggestions in part B of Activity Book activity 2 (p57).

E UNIT TASK

Aim: to summarise the unit vocabulary and grammar in a tangible piece of writing.

1

- Tell students the situation: There is some extra money available for the school and the Head Teacher wants the students to suggest what to spend the money on.
- Brainstorm different suggestions for what the money could be spent on.
- Write the students' suggestions on the board and ask them *What would happen if …* sentences and encourage them to use conditionals to answer.
- You can also use some of the suggestions in the Student's Book.
- Ask students to work in the same groups of three as before, and choose the project they like most. They must then give reasons why they suggest that particular project.

2

- Ask students to prepare a proposal for the Head Teacher, using activity 3 in their Activity Books (p57).

LANGUAGE FOCUS

- This section summarises the main grammar points and vocabulary of the unit. This material is not strictly for the classroom, but you can take advantage of it during the unit or as a separate revision of the main parts of the unit together with the practice activities in the Activity Book.

TO HELP YOU STUDY

- This section gives students useful tips on how to improve their learning, as well as various methods to help them acquire and organise new vocabulary on the road to learner independence.

Example answers

have: breakfast; a wash; time; *a break; dinner*

make: breakfast; your bed; friends; *a sandwich; a banner*

do: the housework; your homework; a test; *the washing up; the vacuuming*

8 LITERARY READER

Around the World in Eighty Days by Jules Verne

Aim: to improve students' extensive reading skills and promote reading for pleasure.

Episode 8: From Fort Kearney to New York

- **Independent reading**: set the task for reading at home **at the beginning of the unit** and tell students to keep a reading diary in which they keep notes of what happened and where the protagonists are.
- **In-class reading:** sometimes you may want to read out the episode to the students as they read along.
- After reading the text either at home or in class, have a quick discussion about the episode.
- Point to the timeline in the classroom, or ask students to look at their notes in their reading diary, to revise what has happened so far.
- Ask students to point out London and the previous destinations and dates on the map.
  - Charing Cross Station, London, 2nd October 1872, 8.45 p.m.
  - Bombay, 20th October 1872, 4.30 p.m.
  - Calcutta, 25th October 1872, 7 a.m.
  - Singapore, 31st October 1872, 4 a.m.
  - Hong Kong, 6th November 1872, 1 p.m.
  - San Francisco, 3rd December, 1872
  - Fort Kearney
- Then point at the map and discuss with the students where the travellers are after Episode 8: New York, 11th December 1872, 11.45 p.m.
- To start a plot summary, you might want students to do the activity on pages 77–78 in the Activity Book.
- If you have time in class, you can ask students to work on the summaries together and then practise reading them out.

Did you know?

- The aim of this part of the book is not teaching grammar or vocabulary. It is designed to encourage students to learn about the world around them. It also gives students an opportunity to research and find out more about a topic if they are interested.

Tip: You can always suggest that students visit en.wikipedia.org if they want to find out more about the topic discussed in the *Did you know?* section.

- Let students read the text and then ask a few comprehension questions:
  1. What was New York called in 1624? (*New Amsterdam*)
  2. Who did the Dutch get Manhattan Island from? (*The Native Americans*)
  3. What was the most important business in New York during the 19th Century? (*Trade*)
  4. Which is the most famous bridge in New York? (*Brooklyn Bridge*)

Task: Find out about New York. Ask students to prepare short presentations or quizzes about architecture, history, culture, etc. in New York.

MAD ABOUT SPORT

He said we might win.

Lesson 1 Student's Book p82

Grammar
Reported statements
Reported questions

Vocabulary
Sports; Vocabulary list p88

To start …

- Play 'Guess the topic'. Draw five dashes on the board (_ _ _ _ _) and ask students to give you five-letter words until they guess the topic of the unit (*sport*).
- Ask students to give you names of sports they know. Create a spider diagram.

A DO AND SPEAK

Aims: to introduce and revise the names of sports; to talk about attitudes to different sports.

1

- Ask students to look at the ten sports on page 82 in the Student's Book and try to identify them.
- Get students into pairs to compare their answers.
- Ask individual students to tell the rest of the class what the different sports are.

Answers

1 football 2 volleyball 3 tennis 4 basketball 5 table tennis 6 running 7 cycling 8 swimming 9 sailing 10 riding

- Play a memory game. Ask students to look at the pictures for one minute and try to memorise their order. They then close their books and try to recall the sports in the correct order.
- The pair that finishes first without a mistake is the winner.

2

- Write *interested in*, *love*, *don't like*, and *not very interested in* on the board and ask a student to give you their examples of each.
- Then tell students to make a chart in their copy books and write the names of the appropriate sports in each column.

I love	I don't like	I'm interested in	I'm not very interested in

- Get students into pairs and let them compare their charts and talk about them.

▶ **Ask students to do Activity Book activity 1A (p60). They have to substitute the numbers with the names of the sports. Then, using the chart they have created in their copy books, they can write their own sentences in activity 1B on page 60 of the Activity Book.**

B GRAMMAR

Aim: to introduce the main rules of forming reported statements.

1

- Write the first original statement on the board.
- Then write the reported statement underneath it.
- Encourage students to identify and explain the rule.
- Write the second original sentence on the board and ask students to think about and discuss how they would create a reported statement from it.
- If students need more explanation and examples, let them study page 88 of the Student's Book.

▶ **For further practice, get students to do part A of activity 2 in their Activity Book (p60). Then get them to compare their answers with a partner. Finally, ask them to complete the chart in part B of the activity and write a complete passage in part C.**

2

- Practise creating reported statements, using the examples in the Grammar box. One student says the original statements, and the other reads out the transformed sentence.

C SPEAK

Aim: to practise creating reported statements, using real information.

1

- Demonstrate the activity by asking two students to come to the front of the class. Ask one of the students to say a sentence about something he/she is interested in. Then tell his/her sentence to the other student, using reported speech.
- Then say a sentence about yourself and one of the students has to report it to the other.
- Get students into groups of three and let them practise saying the sentences to each other.

2

- Ask students to report each other's sentences. For example:

Student A (Sara)	*I like swimming.*
Student B (Dara)	*Sara said she liked swimming. Do you like swimming?*
Student C	*I'm not very interested in swimming but I love football.*

▶ Lesson 2 Student's Book p83

D LISTEN AND READ

Aims: to practise listening for gist and specific information. The passage also contains many reported statements. This helps students identify the usage and function of the structure.

- Ask students to read the seven questions.
- Ask them to close their books and listen to the conversation between Annie and Carl.
- Play the recording.

CD script Track 28

Annie	*Hi, Carl! You look tired.*
Carl	*Yes, we've just had our last training before the big match on Saturday.*
Annie	*Was your coach very tough?*
Carl	*Yes, at the start, he said we were terrible, and he was right. He told us we weren't trying hard enough, and we were going to lose the championship. He said we had to wake up fast!*
Annie	*And did you?*
Carl	*Yes, we worked really hard. First, he asked us to do some exercises. Then we had to run round the field. Then he told us to practise passing the ball. After that he asked us to practise kicking goals. Then he wanted us to run round the field again!*
Annie	*Did he cheer up?*
Carl	*Well, after a while, he suddenly said we might win. Maybe. Then, when we finished, he said we really could win on Saturday! And he told us not to forget that.*
Annie	*Oh, good!*
Carl	*Are you going to come and watch?*
Annie	*Sorry, but I'm going to be busy, too. Remember. I'm playing in the basketball championship ...*
Carl	*Oh, yes, I forgot!*
Annie	*And they've asked me to be the captain.*
Carl	*Wow!*

- Ask students to look at the questions and try to answer them, first on their own and then by discussing their answers in pairs.
- Then play the recording again, this time with the books open, so that students can follow the text with their eyes and find the answers to the questions.
- Give students some time after the recording to find the answers in the text.
- Then ask individual students to read the questions and answer them.

Answers

1 *From training.*
2 *Because it was the last training before the match on Saturday.*
3 *He felt that they weren't trying hard enough.*
4 *He said they had to wake up fast.*
5 *Five things.*
6 *He said that they could win and he told them not to forget that.*
7 *Because she's going to be the captain of her basketball team.*

E GRAMMAR

Aim: to identify the formation rules for reported statements, requests and orders.

1

- Tell students to look at the first pair of sentences and identify the formation rules.
- Write the original sentence on the board. Ask students to close their books and write the reported sentence in their copy books.
- Let students compare their sentence with a partner.
- Ask one of the students to write the sentence on the board.
- Repeat the same procedure with the request and the order.

2

- Let students take turns reading out the sentences.

▶ **Tell students to do activities 3 and 4 in their Activity Book (p61), either in class or at home.**

F SPEAK

Aim: to practise making arrangements and then reporting them.

- Revise some sports or ask students to look at activity 1 on page 60 in their Activity Books.
- Write the skeleton of the conversation on the board or let students follow it in their books.
- Ask one of the students to come to the front of the class and act out the conversation with him/her.
- Then ask another student to come to the front of the class and ask the two students to demonstrate the activity. Monitor and help if necessary.
- Then get the students into pairs and let them practise the conversation.
- Ask one or two pairs to demonstrate their conversations.

2

- Follow the same procedure for the second conversation.

▶ **Ask students to do activity 5 in the Activity Book to reinforce functional language from the lesson.**

Where was the game invented?

Lesson 3 Student's Book pp84–85

Grammar
Present and past simple passive
by + agent

Vocabulary
Sports; Vocabulary list p89

To start …

- Play a miming game. Write the names of some sports on cards and ask students to volunteer to come to the front of the class to mime one of them while the rest of the class guesses the name of the sport.
- This can be played as a team competition. Put the class in two teams and the one finishing first having guessed all the sports is the winner.

A READ

Aims: to improve students reading for the gist skills and discuss information from the reading passage.

1

- Ask students to copy the chart into their copy books.
- You can make a copy on the board too.
- Give students two minutes to try to complete the chart individually.
- Then get them into pairs to compare their charts.
- Ask students to come to the board and complete the chart on the board.

2

- Whole class discussion: Find out if your students know the rules of football and basketball. Ask them to explain them to the rest of the class.
- Talk about the differences between professional and amateur players. Ask students to find three differences in the text.
- Get them to compare their list of differences with a partner.
- Ask some students to tell the differences to the rest of the class.

Suggested answers

Professional teams have thousands of fans.
Professional teams can often be seen on TV.
Professional players make a lot of money.

3

- Ask students to look at the two phrases in their contexts and try to decide what they refer to.
- Then let them discuss their ideas with another student.
- Finally, ask a student to tell the rest of the class.

Answers

1 ***… across the country and beyond****: everywhere in Britain and abroad*
2 ***… and are watched by millions more****: the games of professional teams*

▶ **For more vocabulary work, ask students to look at activity 2 in the Activity Book on pages 62–63.**

Answers

Game	Which ancient people played it?	When was it first played?	Where was the modern game invented?	When were the rules written?
Football	The Chinese, Egyptians, Greeks, and Romans.	Over 2,000 years ago.	Britain	1848
Basketball	Mexico	3,000 years ago	America	1891

B GRAMMAR

Aim: to familiarise students with the formation and usage of the present and past simple passive.

1

- Write these two sentences on the board and ask students what they think the difference is between them: *People place teams in leagues. Teams are placed in leagues.*
- Let them discuss their answers with a partner before you ask them to report back to the whole class.
- Then write the past simple sentence on the board and elicit from the students what the passive sentence will look like.

2

- Discuss the rules with the students. Use the Language Focus section on page 88 for further examples and explanation.

▶ **Do activity 1 on page 62 of the Activity Book.**

C SPEAK

Aim: to encourage students to use the present and past simple passive to talk about themselves.

- Write *you born were where?* on the board and encourage students to put the words in the correct order. Explain to them that this is the first passive sentence they have ever learnt.
- Let a student answer the question and ask another student.
- Then add the question: *When were you born?* and go around the class again.
- Let students ask and answer the two questions.
- Then write: *called you are what?* and follow the same procedure as before.
- Let students ask and answer the questions, adding the birth dates, places and names of other family members.

▶ Lesson 4 Student's Book p85

To start …

- Remind students of the reading from the previous lesson and discuss how much they remember from it.
- You can also play the miming the sport game again if the students enjoyed it the first time.

D READ AND SPEAK

Aims: to summarise the content of a text; to learn sequencing events. The sentences also reinforce the use of the passive voice.

1

- Ask students to look at the sentences in the activity and find the first one. (Answer: *i*)
- Tell students to work on their own and try to put the sentences in the correct order and write the order in their copy books.
- Get students to compare their answers with a partner.
- Ask individual students to read out one sentence at a time and let the other students decide if it is in the correct order or not.

Answers

1 i 2 b 3 e 4 d 5 h 6 j 7 a 8 c 9 g 10 f

2

- Get individual students to read out the sentences in the correct order.
- Ask students to practise reading out the sentences, taking turns reading one sentence at a time.

3

- Ask students to tell you about the history of sports.
- You can play an 'Ask the expert' TV show, where you invite 'experts' to talk about the history of football and basketball, and discuss the differences between professional and amateur sports.

E GRAMMAR

Aim: to introduce *by + agent* to identify the actor in a passive sentence.

1

- Write both sentences on the board and discuss the rule with the students. Refer students to the Language Focus section on page 88 if necessary.

2

- Ask students to look at the text again and find further examples of passive sentences with and without the agent mentioned.
- Then get them into pairs to compare their lists.
- Let students read out their sentences and the others add their own.

▶ **Do the activity 3 from page 63 of the Activity Book in class, or set it as homework at the end of the lesson, after you have made sure the students know what they are expected to do.**

F SPEAK

Aim: to talk about recent events the students have information about.

Tip: In order for this activity to work well, ask students to watch the news the previous night. You can also bring in some recent newspaper or magazine articles. They can be in English, Arabic or Kurdish.

- Put students into groups and let them browse the newspapers or make up a list of recent events.
- Then ask them to use the sentence beginnings on page 85 of the Student's Book to make up their own quiz question and let one of the other teams tell/guess the answer.

Reporting

Lesson 5 Student's Book p86

To start …

- Remind students of the conversation between Carl and Annie on page 83.
- Talk about Carl's team and what the students think will happen at the game on Saturday.

A LISTEN AND UNDERSTAND

Aims: to understand and interpret a poem. The activities also develop listening for the gist and specific information skills.

1

- Ask students to look at the two pictures and think what they might be about.
- Get students into pairs to discuss their ideas.
- Get students to read the three questions and try to answer them first individually, then discussing their answers with their partners.

Answers

1 *For a match, probably football.*
2 *One of the boys is left out.*
3 *He looks sad and the others look happy and excited.*

2

- Play the recording of the poem, while the students' books are closed.

CD script Track 29

Picking Teams by **Allan Ahlberg**

When we pick teams in the playground,
Whatever the game might be,
There's always somebody left till last
And usually it's me.

I stand there looking hopeful
And tapping myself on the chest,
But the captains pick the others first,
Starting, of course, with the best.

Maybe if teams were sometimes picked
Starting with the worst,
Once in his life a boy like me
Could end up being first!

- Ask students to decide which verse best describes the boy on the left?
- Let them compare their answers with a partner.
- Ask a student to tell the class the answer and read out the poem.

Answer

Verse 2

3

- Ask students to discuss the answers to the questions in pairs and find the relevant lines in the poem.
- Ask a few students to give the answers and check if the rest of the class agree with them.

Answers

1 *Because the captains have not chosen him to play in their teams.*
2 *His idea is that the captains should start with the worst players.*

4

- Ask a student to read out the first definition and let the students tell you the word chorally or ask an individual (Answer: *Line 1: playground*).
- Then let students work on their own try to find the other words.
- Get them into pairs to check their answers.
- Ask individual students to give their answers to the rest of the class.

Answers

1 *playground*
2 *hopeful*
3 *tapping*
4 *end up*

5

- Play the poem again.
- Then play the poem line-by-line and let the students repeat the lines.
- Play the poem verse-by-verse and encourage the students to repeat.
- Let students practise reading the poem in pairs.
- Finally, ask a few students to read the poem out to the rest of the class.

▶ **At the end of the lesson, assign activity 1 in the Activity Book on page 64 as homework. Start doing it with the students in class to make sure they know what to do.**

▶ Lesson 6 Student's Book p87

B WRITE

Aim: to produce a piece of writing at the end of the unit that re-contextualises the unit grammar and vocabulary.

1

- Ask students to read paragraph 1 of the coach's story on page 87 of the Student's Book.
- Ask a student to read it out aloud. Discuss any new words the students might not know.

2

- Ask students to read the paragraph fragments alone and find out what happens at the championship.
- Ask a few questions about the events of the match.

3

- Ask students to read the coach's sentences and decide how they would change them to fit into the paragraphs.
- Let them compare their suggestions in pairs.

Note: Do not ask them to write their answers down at this stage. They will do this later in the Activity Book.

- Ask students to read their complete paragraphs aloud.

▶ **Ask students to open their Activity Books and do activity 2 on pages 64–65. Let them check their answers with a partner, and – if you have time – at the and of the lesson let them read it out.**

C UNIT TASK

Aim: to recycle the unit grammar and vocabulary, using it in a real-life situation that is significant to the students.

- Ask some students to suggest some important or exciting games or sports events they have seen or read about.
- Tell students to choose one of the games/events with a partner. Explain to them that they are going to write a report on this event.
- Follow the guidelines in the Activity Book on page 65.
- First, identify story-telling expressions in activity 2 of the Activity Book.
- Then list the most important facts about the game.
- Tell them to imagine what different people involved in the game said at the time.
- Ask students to write down their report and then collaborate with their partners to correct any mistakes and finalise the story.
- Ask students to pass their stories to other students who can read it and suggest corrections or improvements.
- Ask pairs to read out their stories and students can choose the best stories of the class.
- You can collect the stories and create a class 'storybook'.

LANGUAGE FOCUS

- This section summarises the main grammar points and vocabulary of the unit. This material is not strictly for the classroom, but you can take advantage of it during the unit or as a separate revision of the main parts of the unit, together with the practice exercises in the Activity Book.

TO HELP YOU STUDY

- This section gives students useful tips on how to improve their learning, as well as various methods to help them acquire and organise new vocabulary on the road to learner independence.

Answers

Page 83

game / match

at the beginning / at the start

wanted us to / told us to / asked us to

perhaps / maybe

Page 84

most popular / favourite

a hundred years / a century

these days / today

on Earth / in the world

are put / are placed

nearly all / most

is found / is discovered

9

LITERARY READER

Around the World in Eighty Days by Jules Verne

Aim: to improve students' extensive reading skills and promote reading for pleasure.

Episode 9: Back to Britain

- **Independent reading**: set the task for reading at home **at the beginning of the unit** and tell students to keep a reading diary in which they keep notes of what happened and where the protagonists are.
- **In-class reading:** sometimes you may want to read out the episode to the students as they read along.
- After reading the text either at home or in class, have a quick discussion about the episode.
- Point to the timeline in the classroom or ask students to look at their notes in their reading diary, to revise what has happened so far.
- Ask students to point out London and the previous destinations and dates on the map.
  - Charing Cross Station, London, 2nd October 1872, 8.45 p.m.
  - Bombay, 20th October 1872, 4.30 p.m.
  - Calcutta, 25th October 1872, 7 a.m.
  - Singapore, 31st October 1872, 4 a.m.
  - Hong Kong, 6th November 1872, 1 p.m.
  - San Francisco, 3rd December, 1872
  - Fort Kearney
  - New York, 11th December 1872, 11.45 p.m.
- Then point to the map and discuss with the students where the travellers are after Episode 9: Liverpool, 21st December 1872, 11.40 a.m.
- To start a plot summary, you might want students to do the activity on page 78 in the Activity Book.

Did you know?

- The aim of this part of the book is not teaching grammar or vocabulary. It is designed to encourage students to learn about the world around them. It also gives students an opportunity to research and find out more about a topic if they are interested.

Tip: You can always suggest that students visit en.wikipedia.org if they want to find out more about the topic discussed in the *Did you know?* section.

- Let students read the text and then ask a few comprehension questions:
  1. Which is the most famous sea disaster? (*The sinking of the* Titanic)
  2. When did it happen? (*1912*)
  3. When did the journey begin? (*10th April*)
  4. How many people were there on board? (*2,224*)

Task: Find out about the history of the *Titanic*. Are there any survivors still alive?

10
LESSONS 1&2

REVISION
Goodbye

Lesson 1 Student's Book pp92–93

To start …

- Ask students about the characters in the story to refresh their memories of them. *Who are Haval and Ben? Where did they meet?*

A READ

Aims: to revise the vocabulary and the grammar of Units 8 and 9 in new contexts. The activities also aim at developing different reading skills (for the gist, for specific information, etc.)

1

- Ask students to skim the text very quickly. Ask them the question: *What do you think will happen next year?* Give them a time limit of 30 seconds to come up with an answer. Ask them to close their books and discuss their answer with partner.
- Then let a student give the answer. (Answer: *Bahar will probably visit Haval and his family in San Francisco.*)
- Then tell them to write the numbers 1 to 8 in their copy books and name the eight places.
- Once they have done this individually, they can check their answers with a partner.
- Finally, ask individual students to say what is in each picture.

Answers

1 *San Francisco Bay*
2 *the Pacific Ocean*
3 *San Francisco Bay*
4 *Golden Gate Bridge*
5 *Alcatraz*
6 *Golden Gate Park*
7 *Chinatown*
8 *Hyde Street*

2

- Ask students to read the questions first on their own and try to remember the answers from their first quick read.
- Get them into pairs to discuss their answers to the questions.
- Let them look at the conversations and the information about San Francisco and find the answers to the questions.
- You may want to put students into groups of four or five and let them do the activity as a quick competition.
- Let the pairs/groups compare their answers.
- Finally, ask individual students to read out the questions and give the answers.

Answers

1 *Ben*
2 *He was checking his emails.*
3 *They asked Haval to give their love to the family in Silemani.*
4 *Yes, they invited the whole family to San Francisco.*
5 *Because somebody has to look after the shop.*
6 *Because there are many jobs there.*
7 *They go there to relax and enjoy themselves.*
8 *Since the 19th Century.*

3

- Ask students to look at the two texts and find the phrases. Then think about what they refer to.
- Get them into pairs to compare their answers.
- Ask individual students to give the answers to the rest of the class.
- Check if the class agrees with the answer.

Answers

1 *'They meant' refers to Ben being also invited to visit Haval's family in San Francisco.*
2 *'no' means that Bahar's family is not able to visit San Francisco.*

4

- Ask a student to read the first extract and discuss what *'home'* means in this context. (Answer: *Alcatraz was a prison island where criminals lived. It served as their home.*)
- Let them do the same with the other two expressions, first on their own and then discussing their answers with a partner.
- Finally, let the whole class discuss the meaning of the phrases.

Suggested answers

2 *'if you didn't know better' means that you know that you are not in China.*

3 *'This island of green' refers to Golden Gate Park because it is surrounded by the city like water surrounds an island.*

Lesson 2 Student's Book p93

B LANGUAGE

Aim: to revise and practise using the second conditional and reported speech to talk about personal experiences.

1

- Do the first sentence together with the class as demonstration. Ask the students: *If you visited San Francisco, which famous sights would you visit?*
- Let students look at the internet page about San Francisco and decide. Then ask individual students to tell you which sites they would visit. Encourage them to use the second conditional in their answers.
- Then ask students to read the other two questions and decide what their answers would be. Tell them that they can be as creative as they want; there is no right or wrong answer to these questions.
- Get students into pairs or groups of three or four and let them discuss their answers.
- Then ask pairs/groups what their answers were and encourage the rest of the class to comment on their choices.

2

- Write: *yesterday, the day before yesterday* and *three days ago* on the board and say a true sentence about yourself. For example, *Yesterday, my daughter asked me to buy her a new doll.*
- Ask two students to say a similar true sentence.
- Then get students to think of true sentences which they will share with a partner.

3

- Get students into pairs and let them discuss their true sentences with each other. Ask some of the pairs to share what they have learnt about their partners. For example, *Yesterday, Bahar's mother asked her to clean her room.*

4

- Ask students to read the notes about the story of San Francisco.
- Give them a time limit of two minutes to try to remember the dates and events.
- Then tell them to close their books and ask them about a few of the dates to see if they can remember what happened then.
- You can also mention the events and encourage students to tell you the year they took place.
- Then let students do the same in pairs.
- Encourage them to use the simple past and present passive voice.
- Ask a student to start telling the story and then another to continue.

▶ **The Activity Book activities give extra practice opportunities to the students. If you think there are points they need to practise more, you can use these in class, but generally encourage them to do these activities for their own benefit at home. Always check their homework but don't spend much time doing the activities in class. Students usually have problems with question forms. It is recommended that you set activity 4 in the Activity Book as homework or as pair work at the end of the lesson.**

REVISION
Vocabulary and skills

Lesson 3 Student's Book pp94–95

To start …

- Play a vocabulary game, using the main vocabulary items from Units 8 and 9.
- Give the definition of a word and the students have to guess the word.
- Give students a few minutes to browse Units 8 and 9 and choose words they can describe.
- Let them practise in pairs, then quiz the rest of the class.

A VOCABULARY

Aims: to revise the vocabulary of Units 8 and 9 in new contexts. The activities also aim at developing different reading skills (for the gist, for specific information, etc.)

- Divide the class into two groups. Each group looks at one of the texts.
- Get one representative from each group into pairs. Let students share their answers with each other.
- Check the groups' answers.

Tip: Give students enough time to read through and discuss their answers but encourage them not to use dictionaries and try to figure out the order of the missing words and their correct forms without any help. This exercise aims at skills development. There is no need for students to read and translate these passages. Concentrate only on the actual task of identifying the correct order of the words.

Answers

a ***At a school in Britain:*** *1 meeting; 2 comments; 3 spend; 4 extra; 5 offered; 6 situation; 7 pay; 8 sports hall; 9 equipment; 10 However; 11 laboratory; 12 as a result*

b ***A newspaper report:*** *1 member; 2 junior; 3 sorts; 4 coach; 5 advised; 6 skills; 7 advice; 8 training; 9 local; 10 league; 11 tougher; 12 champions*

- If you have some time, have a quick conversation about both topics. Concentrate on the main ideas.

B LISTEN

Aim: to practise listening for specific information and note taking.

1

- Tell students to listen to the first part of the conversation.

CD script Track 30

Part 1

Mrs Bakir	*Hello. This is the Bakir residence.*
Max	*Oh, hello. Mrs Bakir?*
Mrs Bakir	*Speaking.*
Max	*It's Max, Haval's friend.*
Mrs Bakir	*Oh, hello, Max. It's good to hear you. How are you?*
Max	*I'm fine, thank you, Mrs Bakir. And how are you all?*
Mrs Bakir	*We're very well. Haval, too. He's coming home in three days.*
Max	*That's good news.*
Mrs Bakir	*Would you like to give me a message for him?*
Max	*Please. That would be great.*
Mrs Bakir	*Just let me get a pen and paper … Right, now, Max, …*

- Ask questions about the conversation and let students discuss their answers in pairs.
- Repeat the questions and discuss the summary of the conversation.

Suggested answer

Max, Haval's friend in San Francisco calls Haval's house. Haval's mother answers the phone, and because Haval is still away in Kurdistan she offers to take a message but she hasn't got pen and paper so she asks Max to hold the line until she gets them.

- You can copy some of this summary on the board with a few of the important phrases and words missing, and ask students to try to complete the summary in pairs and then check it together with the class.

2

- Tell students to read the four pairs of sentences and guess which phrase they are going to hear in the second part of the recording.
- Let them do this individually first and then they compare their ideas with another student. Ask one or two students to give their ideas to the rest of the class. Don't comment on the suggestions at this stage. The aim is to focus their attention on the listening.
- Play the second part of the recording with the Student's Books closed.

CD script Track 30

Part 2

Max *The important thing is this. I'm having a birthday party next Saturday.*
Mrs Bakir *That's great …*
Max *And I'd really like him to come to it.*
Mrs Bakir *That's very nice of you …*
Max *Everyone in our class is going to come.*
Mrs Bakir *I'm sure he'll want to be there, too … Now, Max, is there anything else?*
Max *No, not really, but, well, of course, could you give him our best wishes?*
Mrs Bakir *Yes, certainly.*
Max *Thanks a lot, Mrs Bakir.*
Mrs Bakir *You're very welcome, Max. 'Bye.*
Max *'Bye, Mrs Bakir.*

- Ask students to open their books and revise their original answers on the basis of what they heard.
- Let them compare their answers with a partner.
- Play the recording again and let students look at their books this time.
- Ask them to compare their answers with their partners.
- Play the recording again so that students can check their answers.
- Ask individual students to tell you the answers. Check if the other students agree with them.

Answers

1 a 2 a 3 b 4 b

Note: It is important to mention to the students that the other sentences are correct too, but there are many different ways the same idea can be expressed.

3

- Tell students to listen to the third part of the conversation and decide what it is about.

CD script Track 30

Part 3

Mrs Bakir *… and there's something else, Haval. Your friend Max called, and I've got a message for you.*
Haval *Oh, right. What did he say?*
Mrs Bakir *The important thing was this. He said that he was having a birthday party next Saturday.*
Haval *Oh, right.*
Mrs Bakir *And he wanted you to come to it.*
Haval *Yes, I'd like that. I wonder who else is going.*
Mrs Bakir *He told me that everyone in your class was going to come.*
Haval *It'll be a great party! Did he say anything else?*
Mrs Bakir *Just one more thing. He asked me to give you their best wishes.*
Haval *That's nice. I can't wait to see everyone again.*

- Ask questions about the conversation and let students discuss their answers in pairs.
- Repeat the questions and discuss the summary of the conversation.

Suggested answer

Haval is talking to his mother on the phone and his mother tells him about Max's birthday party.

- You can copy some of this summary onto the board with a few of the important phrases and words missing, and ask students to try to complete the summary in pairs and then check it together with the class.

4

- Ask students to read the four sentence pairs and try to remember which sentences they heard.
- Let them compare and discuss their choices with a partner.
- Play the recording again with the books closed.
- Then let them discuss again which sentences they think they have heard.
- Play the recording one last time and let students follow in their books and check their answers.

- Ask individual students to read out the sentences they heard.

Note: It's important to mention to the students that the other sentences are correct too, but there are many different ways the same idea can be expressed.

Lesson 4 — Student's Book p95

C PRONUNCIATION

Aim: to reinforce the different pronunciations of the *th* and *ou* sounds.

1

- Ask students to read the first sentence to themselves silently.
- Then ask them to read the sentence to themselves in a low voice.
- Then ask students to get into pairs and read the sentence to each other.
- Play the first sentence with the books closed.

CD script Track 31

The important thing is this. I'm having a birthday party.
Of course, could you give him our best wishes?

- Ask students to try to repeat the sentence from memory.
- Then let them look at the sentence again and try reading it out to each other in pairs.
- Follow the same procedure for the second sentence.

2

- Play the recording again and ask students to repeat after each sentence.
- Get students into pairs and let them practise saying and repeating the sentences after each other.

D SPEAK

Aim: to practise acting out dialogue, which contains the key grammar and vocabulary.

- Let students skim the dialogue and guess which part of activity B it is from. (Answer: *It's the script of the conversation between Haval and his mum.*)
- You can have a brief discussion with the class about what they are discussing. (Answer: *Haval's invitation to Max's birthday party.*)
- Ask one of the students to come to the front and take one of the parts. (Because it is a phone conversation, you can seat the student with his back to you. You can also use props (mobile phones or pencil cases, calculators, whatever resembles a phone) to make the conversation more realistic.
- Encourage the student to act enthusiastic.
- When boys play the mother's part, just tell them that it's Haval's father talking to Haval to make the situation more realistic to the students.
- Then get students into pairs so that they can practise the conversation. Let them swap roles so that they practise the words of both speakers.
- Monitor the activity and encourage and help them when necessary.

Tip: Role plays are very useful learning tools. Students enjoy putting on the personality of someone else. This might help them get rid of some of the inhibitions they may have. Encourage them to create personalities and imitate the interaction as they think it might happen. You can use props to pretend that the situation is real. The more often you encourage students to engage with this kind of activity, the more likely it is that they will use and enjoy them later.

E UNIT TASK

Aim: Extension. Students practise using similar grammar and vocabulary to develop a different context.

1

- Get students into pairs or small groups.
- Remind them of the conversation between Haval's mother and Max.
- Tell them to look at the sentences in activity B2 to help them create the dialogue.

- Ask them to practise the dialogue between Haval's mother and Lisa.
- Monitor the activity and help when necessary.
- Ask the best groups to demonstrate their conversations.

2

- Ask the students to write an email, as Haval's mother, to Haval to tell him about Lisa's class picnic.
- Ask students to write their emails in their copy books and then show them to other groups and compare the emails.

▶ **The Activity Book activity on page 70 gives students extra vocabulary practise. If you think there are points they need to practise more, you can use these in class, but generally encourage them to do these activities for their own benefit at home. Always check their homework but don't spend much time doing the activities in class. Activity 2 is a very useful exercise to reinforce the link between the literary reader and the language and vocabulary of the unit. You can use this section to revise the storyline, too.**

10 LITERARY READER

Around the World in Eighty Days by Jules Verne

Aim: to improve students' extensive reading skills and promote reading for pleasure.

Episode 10: A happy ending

- **Independent reading**: set the task for reading at home **at the beginning of the unit** and tell students to keep a reading diary in which they keep notes of what happened and where the protagonists are.
- **In-class reading:** sometimes you may want to read out the episode to the students as they read along.
- After reading the text either at home or in class, have a quick discussion about the episode.
- Point to the timeline in the classroom or ask students to look at their notes in their reading diary, to revise what has happened so far.
- Ask students to point out London and the previous destinations and dates on the map.
  - Charing Cross Station, London, 2nd October 1872, 8.45 p.m.
  - Bombay, 20th October 1872, 4.30 p.m.
  - Calcutta, 25th October 1872, 7 a.m.
  - Singapore, 31st October 1872, 4 a.m.
  - Hong Kong, 6th November 1872, 1 p.m.
  - San Francisco, 3rd December, 1872
  - Fort Kearney
  - New York, 11th December 1872, 11.45 p.m.
  - Liverpool, 21st December 1872, 11.40 a.m.
- Then point to the map and discuss with the students where the travellers are after Episode 10: Reform Club, London, 21st December 1872, 8.45 p.m.
- To create a plot summary, you might want students to do the activities on page 79 of the Activity Book.

Did you know?

- The aim of this part of the book is not teaching grammar or vocabulary. It is designed to encourage students to learn about the world around them. It also gives students an opportunity to research and find out more about a topic if they are interested.

Tip: You can always suggest that students visit en.wikipedia.org if they want to find out more about the topic discussed in the *Did you know?* section.

- Let students read the text and then ask a few comprehension questions:
  1. How long does it take for a satellite to orbit the Earth? (*80 minutes*)
  2. Is there a space plane yet? (*No, there isn't.*)
  3. What is planned maximum speed of Skylon? (*6,600 km/h*)

Task: Find out about the fastest things in the world: fastest train, plane, animal, fastest growing plant, etc. and quiz their classmates.

- This is a project which goes through the course and helps students use the language and vocabulary of each main unit in a meaningful way.
- It would be a good idea to contact the IT teachers of your class and get him or her to help set up the group's website. If your school doesn't have a website yet, try talking to the headmaster of the school and get his/her support for the project. Explain to him/her that it would be very useful for the school and the students to be able to communicate with other students in the country and outside Kurdistan.
- You can also ask your students if some of them have computers and internet access at home, so that the information on the website can go 'live'.
- There is a new 'update' for every main unit. The topic of the 'update' is related to the topic covered in the unit.
- You can use the material either during the unit, or at the end as a means of revision and practice.

A **Getting started**: Introduce your school. Students can interview the Head Teacher and talk to other students about the most popular subjects, post photographs of the teachers and classes, and choose some interesting students to interview.

B **In the news**: Students find out some important or interesting event in their school or town or in Kurdistan. They can take photographs of the event, interview people who organised it, write articles about it, and ask other people's opinions about the event.

C **Party time**: A favourite party or festival in your town or at your school. Students can take photographs of the event, interview people who organised it, write articles about it, and ask other people's opinions about the event.

D **What's on TV?**: This section is about TV programmes that are popular in your class or school. Students make a survey in their school about the most popular TV programmes and write a review of the most popular programme. Find out about the characters or events in the programme, post pictures of the programme. (Be aware of copyright regulations when doing this activity.)

E **A shopping guide**: This section is about what you can buy and where in your town. What are the most popular things people buy? What would you buy as a present for a foreigner? Students can go to the local bazaar and talk to vendors. If there are foreigners in the town, they can interview them about shopping in the town and what they are taking home as souvenir.

F **A big project**: Kurdistan is in a boom. There are lot of new projects in the country. Choose one that you think is important and useful for your community. Students find out about the project, talk to people running it, interview the manager of the project, and post photographs of the development.

G **A special sportsperson**: Kurdish footballers and other sportspeople are very popular. Who is your class's favourite sportsperson? Perhaps someone from your own town. Students can interview the sportsperson, write an article about his/her achievements, post photographs of him/her, and write a commentary about him/her.

Procedure

- **Before** the discussion, tell students the topic and ask them to think about what would be most relevant about that topic for the website. You can tell them to look at the instructions on pp98–101.
- **Brainstorm** with the students about what to include in the project. Ask questions and make surveys to find out the most interesting aspects of the project.
- **Volunteer** students to do certain parts of the project: researchers; photographers; journalists; interviewers; designers, etc. Try to rotate the students so that they do different things for different projects, so that they can find out what they are best at.
- Every team chooses a **team leader**.
- Students choose a **project leader** for every individual project.
- Design a **project timeline** with the class and post it on the wall of the classroom to remind students.
- Spend half of a lesson at the end of every week to **check the progress** of the project.

Tip: If you can't post the projects on the internet, ask students to prepare a poster for every project. At the end of the year, organise an exhibition with other grade 10 English teachers in your town so that students can look at each other's posters.

Unit 1 Lessons 1 & 2

1

1 They are playing the guitar.
2 They are playing playing basketball.
3 He is riding a bike.
4 She is taking a photo.

2

1 I get up at *(Student's own answer)*, but Mike doesn't. He gets up at 7.30.
2 I stay at school from *(Student's own answer)*, but Mike doesn't. He stays at school from 9.00 to 3.30.
3 I have lunch at school at *(Student's own answer)*, but Mike doesn't. He has lunch at school at 1.00.
4 I do homework from *(Student's own answer)*, but Mike doesn't. He does homework from 4.30 to 7.30.
5 I go to bed at *(Student's own answer)*, but Mike doesn't. He goes to bed at 10.30.

3

1 A He's going to New York.
2 A And he's staying with his grandmother.
B Are they staying with their grandmother, too?
A No they aren't. They are seeing their cousins.
3 A And then they are touring the country.
B Is he touring the country, too?
A No, he isn't. He's staying in New York.

4

1 A What date does he travel to New York?
B He travels on Sunday, 2nd April.
2 A What time does he take off?
B He takes off at 9.45 a.m.
A What time do they leave?
B They leave at 11.30 a.m.
3 A When do they arrive in London?
B At 3.00 p.m. local time.
A When does he arrive in New York?
B At 2.15 p.m. local time.

5

1 Excuse me. 2 Let's go! 3 Go ahead.

Unit 1 Lessons 3 & 4

1

Haval Bakir always sends emails and he usually looks for information. He often listens to music and he also sometimes buys things, but he never watches films.

Bahar Bakir always looks for information and she usually send emails. She often listens to music and sometimes watches films, but she never buys things.

2

A

1	right	2	first	3	beautiful
4	always	5	spring	6	find
7	come	8	interesting	9	asked
10	late	11	stop/finish	12	before

B

1 spring/autumn 2 late/early
3 asked/answered 4 first/last

3

A

Regular			Irregular		
1	ask	asked	1	be	was/were
2	look	looked	2	leave	left
3	move	moved	3	make	made
4	score	scored	4	take	took

B

5	hope	hoped	5	come	came
6	look	looked	6	go	went
7	visit	visited	7	send	sent
8	wait	waited	8	write	wrote

4

2 No, he didn't move to Canada. He moved to the US.
3 No, I wasn't born in New York. He was born in San Francisco.
4 No, she didn't. She wrote the second/last email.
5 No, she didn't. She *nearly* fell into the water.
6 No I didn't. I sent it with my second email.

5

1 Did you come
2 What did you do
3 Where did you study
4 How long were you
5 Did you meet
6 When did you get
7 Why did you move

Unit 1 Lessons 5 & 6

1

This is a picture of Haval, Peri and Jwan. They are Kurdish American and they live in San Francisco.

2

The phone number for Haval is 3127496, and his email is havbakir@aol.com, and he is staying until the 22nd.

The phone number for Ben is 0754457236, and his email is benbrown@ntl.com, and he is staying until the 30th.

3

Amy

Dear (*Student's name)*

Amy – Sydney – Australia – 15 – I'm – Grade 10 – school – sister – Her – Ann – she – 18 – brothers – Carl – Tim – 12 – 10 – volleyball – painting and drawing – learning to cook – really – exciting – your – do you – you – Are you – Amy

Jack

Dear (*Student's name)*

Jack – Dublin – Ireland – 16 – I'm – Year 10 – school – brother – His – Tony – he – 17 – sisters – Lisa – Rose – 13 – 11 – football – building model planes – learning the guitar – hard – your – do you – you – Are you – Jack

4

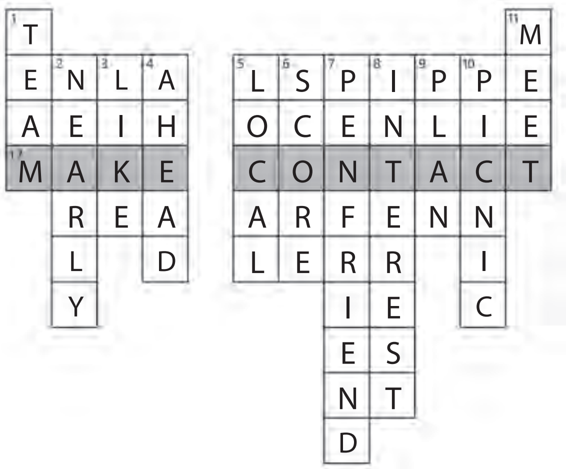
(Students' own answers.)

Unit 1 Language Focus

1

1	are going	2	Are you doing
3	go	4	went
5	were	6	didn't use to
7	used to	8	have you changed
9	do you know	10	starts
11	training	12	don't want

2



3

A

gate	en**g**ineer	**c**ousin	differen**c**e
again	*age*	*contact*	*certainly*
guitar	*change*	*picnic*	*decide*
younger	*suggest*	*local*	*exciting*
go	*message*	*score*	*place*

B

Message: Well done!

Unit 2 Lessons 1 & 2

1

A

myself – yourself – himself – herself – itself – ourselves – yourselves – themselves

B

1 yourself 2 myself 3 yourselves

C

1 look at himself in the mirror.

2 records herself and listens for the mistakes.

3 cover themselves with BUZZ OFF.

D

1	I	2	They're	3	you	4	me
5	your	6	it	7	mine	8	She's
9	hers	10	yours				

2

1	was	2	fell	3	happened	4	saw
5	jumped	6	pulled				

3

1	were you doing	2	was talking
3	were you walking	4	weren't walking
5	were walking	6	were you going
7	was riding	8	were you shopping
9	wasn't shopping	10	was coming
11	was anyone crossing	12	weren't crossing
13	were standing	14	were going

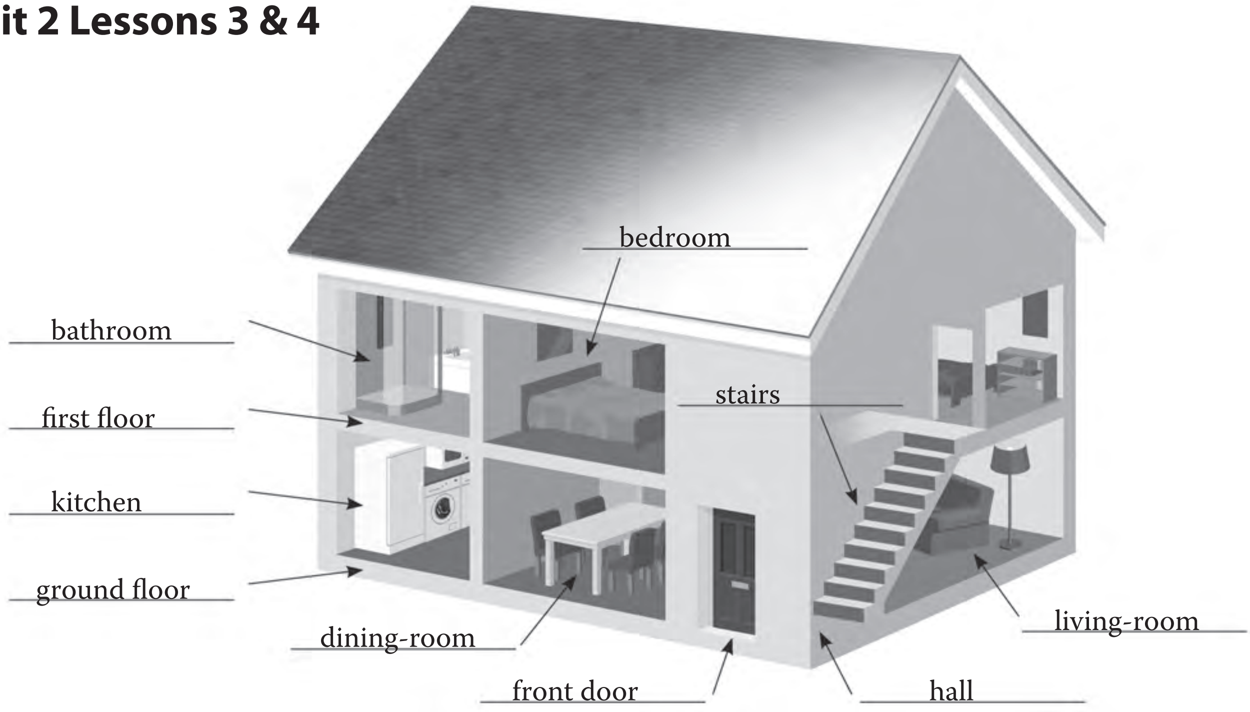
4

1 Oh, dear! 2 You certainly did!

3 What's the matter?

Unit 2 Lessons 3 & 4

1



2

A
3 was helping / caught
4 threw / exploded
5 were rising / rushed
6 saw / covered / went
7 were fighting / passed

B
3 While Julie was helping Toby, the oil in the chip pan caught fire.
4 When Julie threw water on the oil, it exploded violently.
5 While the flames were rising up the stairs, Julie rushed past them with her mobile.
6 When John saw the fire, he covered his head and went inside.
7 While the firefighters below were fighting the fire, John passed Toby to the firefighter.

C/D
Short action + short action
When the fire engine arrived, the firefighters started work.
Short action + continuing action
When the police car came, the firefighters were fighting the fire.

3

A
1 lucky 2 hungry 3 violently 4 empty
5 really 6 quickly

C
1 C 2 A 3 B 4 F 5 E 6 D

Unit 2 Lessons 5 & 6

1

While Mrs Nawzad was working in the kitchen, Zara and Lawak were in the garden. When they tried to light a fire they burned themselves.

2

the bank / Green street / 4.45 p.m. / blue / it was turning from Park Road into Lake Street.

3

A–C follow the instructions. (Students' own answers.)

4

A
a were staying in b were looking
c was climbing down d was rescuing
e arrived f left

B
1 went 2 climbed 3 fell / hurt 4 called
5 looked after / took 6 said

C/D
While the Wilson family were staying in Silemani, they went to visit the great waterfalls at Ahmadawa. While the others were looking up at the waterfall, Adam climbed over the safety rail. While Adam was climbing down the cliff, he fell and hurt himself badly. While his dad was rescuing Adam, the tour guide called the hospital for help. When the paramedics arrived, they looked after Adam and took him to the hospital. When Adam left hospital next day, the doctor said, 'I don't think you're going to do any more climbing for a few weeks!'

Unit 2 Language Focus

1

1	didn't hear	2	were watching
3	hard	4	myself
5	was doing	6	yourself
7	interesting	8	well
9	were practising	10	ourselves
11	helped	12	clearly

2

A

a	f	r	i	g	h	t	e	n	e	d	i	p	o	l	i	c	e	m	a
o	e	i	n	o	s	d	f	s	g	u	j	l	s	k	z	u	v	i	m
f	a	c	e	r	o	n	i	m	t	d	s	o	m	i	s	b	h	e	b
f	l	a	v	e	m	a	t	o	o	y	h	x	e	b	a	g	e	d	u
i	n	r	a	s	a	s	y	k	t	a	o	i	l	a	v	i	r	m	l
c	i	e	d	c	i	t	q	e	n	n	u	g	l	w	e	d	o	v	a
e	a	f	s	u	d	y	u	p	y	v	t	u	a	o	b	a	m	o	n
r	c	u	w	e	l	i	f	i	r	e	f	i	g	h	t	e	r	i	c
e	o	l	k	m	a	b	o	d	i	n	k	s	t	i	d	a	x	l	e
e	m	e	r	g	e	n	c	y	w	p	a	r	a	m	e	d	i	c	a

B

1 shouted 2 ambulance 3 carefully

3

places in the home: bedroom, dining-room, hall, kitchen

things for the home: chairs, cupboard, shelf, sink

the family: grandmother, brother, mother

Unit 3 Lessons 1 & 2

1

1 d 2 h 3 g 4 c 5 b 6 j 7 f 8 e 9 a 10 i

2 A bottle of cola
3 A can of tomato paste
4 A carton of orange juice
5 A jar of olives
6 A kilo of ground meat
7 A litre of milk
8 A loaf of bread
9 A packet of butter
10 A tub of ice cream

2

1 Milk: 2 litres / lemons: a small bag
2 ✔: chicken legs, eggs, milk, lemon
✘: olives, yoghurt
3

1	some	2	some	3	some
4	some	5	any	6	any
7	some	8	any	9	any
10	some				

3

1	much	2	a little	3	a lot of
4	a few	5	many	6	a lot of/many
7	many	8	a few	9	much
10	a little				

4

butter – one packet
tomatoes – 4 kilos
potatoes – 1 large bag
lemonade – 3 big bottles

5

1	a	2	some/a	3	some	4	some
5	a	6	the	7	a	8	some
9	the	10	the	11	the	12	a

6

1 Come on!
2 Just tell me what to do.
3 What do I do next?

Unit 3 Lessons 3 & 4

1

A

1 a 2 a 3 The / – 4 – / – / –

C

1	a	2	some	3	a	4	some
5	a	6	the	7	the	8	the
9	the	10	the	11	the	12	the
13	the	14	–	15	–	16	–
17	–	18	–	19	–	20	–

2

… lots from other food groups. / … the food pyramid / groups / meat, fish and eggs. / portions / carbohydrates / eggs / two or three portions / protein, iron and vitamin B / the food pyramid are the vegetables, the fruits, and the bread, pasta, rice and cereals groups.

3

A (suggested answers)
Dairy products: milk
Vegetables: onions, peppers

B (suggested answers)
Drinks: milk, orange juice, cola
Fruit: banana, grapes, pineapple
Meals: breakfast, lunch, dinner

4

1 d 2 c 3 a 4 b
5 g 6 e 7 h 8 f

1 Haval is the Kurdish-American **who** is visiting his family in Silemani.
2 Ahmadawa is the place **that** Bahar's family visit in Spring.
3 Ben is the Canadian **who** is visiting his father near Dohuk.
4 BR467 is the flight **that** Ben and Haval took to Erbil.
5 Tom is the boy **who** crashed his quad bike.
6 33, Green Road is the house **that** caught fire yesterday.
7 999 is the number **that** Julie called to get help.
8 Tim and Julie were the ones **who** the firefighter helped first.

Unit 3 Lessons 5 & 6

1

A
1 I said, 'Joe, you eat unhealthily, and you *are* unhealthy!'
2 'And for lunch,' he went on, 'I usually get a big bag of chips and some cola.'

C
1 She opened the window and shouted, 'Help!'
2 'I felt really frightened,' she said later.
3 Firefighter Steve Carter, said, 'Julie and her dad were heroes.'

2

A
1 gold 2 eat 3 tree 4 butterfly 5 near 6 bee

B
gold / sweet / eat / see / tree / sky / butterfly / hear / near / sea / bee

C
second line / eighth line rhymes with the sixth line

D
Verse 1: hands Verse 2: eyes Verse 3: ears

E
'Eyes' is the correct word to complete the second verse. This is because the second verse is about seeing things like the sky and butterflies.

'Ears' is the correct word to complete the third verse. This is because the third verse is about hearing things like birds' song, the sea, crickets, and bullfrogs.

3

A
1 b 2 c 3 a

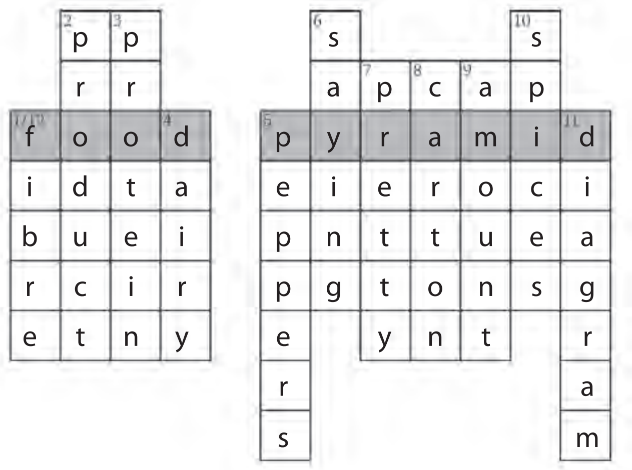
C
(Student's own answers.)

Unit 3 Language Focus

1

1	a lot of	2	the	3	that
4	zero article	5	who	6	much
7	a little	8	a	9	many
10	a few	11	some	12	any

2

A


3

A
dish: clinic, fish, ingredient, list
item: diagram, fibre, pineapple, spice
chicken: change, cheese, lunch, much
headache: Christmas, echo, school, stomach

B
Message: You are what you eat.

Unit 4 Lessons 1 & 2

1

A

1	stay in contact	2	safely	3	traditional
4	come	5	early	6	next

B
1 come / go
2 early / late
3 lose contact / stay in contact
4 modern / traditional
5 last / next
6 dangerously / safely

2

1 Tuesday, 2nd January
2 Wednesday, 11th February
3 Thursday, 17th August
4 Friday, 23rd October
5 Saturday, 31st December

3

A

1 in 2 at / on 3 during / in

B

1 for 2 of 3 at 4 in
5 about 6 of 7 about 8 in
9 like 10 of

4

1 When did Ben and Haval arrive in Erbil?
2 Did Haval and his family drive to Silemani on 1st April?
3 Where did Haval and his family go on Tuesday?
4 What did Ben do on Thursday?
5 How are Ben and his father going to travel to Erbil?
6 How long are Ben and his father going to stay in the mountains?
7 Is Ben going to Silemani on Tuesday?
8 Why is Ben happy about Haval's invitation?

5

1 I'd love to come! 2 Sorry, I have to run.
3 Go carefully!

Unit 4 Lessons 3 & 4

1

A

1 the 2 some 3 the 4 any
5 any 6 – (zero article) 7 – (zero article)

B

1 a little 2 much 3 a few 4 a little
5 much 6 many 7 a lot

2

A

1 do you get 2 was 3 did not think of
4 did not see 5 do not get 6 are
7 were

B

1 are you visiting 2 work 3 does not live
4 is having 5 are you enjoying

C

1 starts 2 leaves 3 are you doing 4 are going

3

1 you 2 your 3 I 4 you
5 I 6 mine 7 My 8 yours
9 it 10 yourselves

4

1 While we were talking to the hotel manager, he showed us the best route, and he lent us his map.
2 When we left the hotel, we got in the car and we took the road north to the mountains.
3 While we were driving there, we went through some villages and we saw several old men with sheep.
4 When we reached the snow line, we left the car and we climbed the mountain ahead of us.

B

This is the hotel manager who told us the best route.
This is one of the villages that we drove through.
This is an old man who had a lot of sheep on the hill.

Unit 4 Lessons 5 & 6

1

A

s	n	a	t	i	o	n	a	l	i	t	y	d	r	a	e	y	f	i	d
u	n	v	o	d	s	a	r	q	o	a	n	f	e	w	h	e	r	t	i
n	o	i	s	a	t	o	w	a	r	d	s	a	p	u	e	l	i	r	f
h	i	n	a	p	o	d	i	b	a	k	e	p	i	l	a	r	g	o	f
e	s	t	d	o	n	i	f	o	d	e	g	r	e	a	d	u	h	k	e
a	t	e	d	r	o	g	a	n	n	e	i	u	c	r	a	w	t	o	r
l	i	r	s	t	s	u	p	e	m	p	t	y	e	i	c	y	e	n	e
t	r	e	l	i	n	i	d	e	n	e	r	g	y	d	h	i	n	s	n
h	a	s	t	o	r	d	a	f	a	h	i	a	j	r	e	m	e	d	c
y	a	t	o	n	e	e	f	d	i	a	g	r	a	m	p	u	d	k	e

B

1 guide 2 unhealthy 3 nationality
4 bone 5 energy 6 keep

C

E	F	S	L
N	L	L	A
G	O	O	D
I	W	W	D
N	E	L	E
E	R	Y	R

M	H
E	E
E	R
T	T

T	G	T	J
E	A	Y	U
A	T	P	S
M	E	E	T

S	S	C
A	H	O
Y	O	U
I	U	S
N	T	I
G	S	N

2

1 a 2 who 3 the
4 left 5 (–) 6 some
7 were playing 8 were looking 9 much
10 the 11 which 12 little
13 a few 14 a lot of 15 got
16 were waiting 17 their

Unit 5 Lessons 1 & 2

1

A

Picture 1 caption: **Communications satellites at work**
TV and other signals
36,000 kilometres above Earth
Picture 2 caption: **The International Space Station project**
The ISS in orbit around Earth
A spacecraft on its way to the ISS

2

1
B He has nearly finished his checks.

2
A Has Engineer 2 nearly finished, too?
B She has already completed her checks.

3
A Have Engineers 3 and 4 completed their checks yet?
B No, they haven't begun their checks yet.

3

A

1 completed / doing / lift off
2 7.45. Flight control has just done the final countdown. The spacecraft is lifting off. The astronauts are going to climb into orbit at 7:50.
3 This is report 3. It is now 7.50. The spacecraft has just lifted off. The astronauts are climbing into orbit. They are going to reach the ISS at 9.50.

B

Everything happened between 7.40 and 9.50. First, the engineers completed their final checks. Next, flight control did the final countdown. Then the spacecraft lifted off. After that, the astronauts climbed into orbit. Finally they reached the ISS at 9.50.

4

1 Tell me your news. 2 Well done!
3 How do you mean?

Unit 5 Lessons 3 & 4

1

2 Have you ever played for one of your school's teams? (Students' own answer.)
3 Have you ever dreamt of scoring the winning point/goal? (Students' own answer.)
4 Have you ever appeared on TV? (Students' own answer.)
5 Have you ever wanted to appear on TV? (Students' own answer.)
6 Have you ever met your favourite star? (Students' own answer.)

2

1 rode a bike across it.
2 Reporter: Have you ever seen the rainforests of the Amazon?
Dara: Yes, I went there eight years ago. I helped make a wildlife film there.
3 Reporter: Have you ever visited the Himalayan mountains?
Dara: Yes, I went there last year. I climbed the three highest mountains there.

3

A

1 system 2 beings 3 signals
4 spacecraft 5 travel 6 communications

B

1 followed 2 so 3 expensive 4 forget
5 many 6 send 7 learn

C

1 many / a few 2 so / because 3 send / receives
4 led / followed

4

A

1 for 2 since 3 For 4 since

B

1 They have lived in Kurdistan for 12 years.
2 He has lived in Erbil since 1999 (ten years ago).
3 He has been a traveller and explorer for eight years.
4 He has been a travel writer since 2005 (four years ago).
5 He and Chinar have been married since 2006.
6 They have shared their travels for three years.

Unit 5 Lessons 5 & 6

1

A

'Why are we looking at other words when we have so many problems here?' they say. 'Let's use the money to change the world that we already have!'

C

1 The captain said, 'It is now complete.'
2 'When did you finish?' the Presenter asked.
3 'A few minutes ago,' the Captain answered.
4 Then the Presenter asked, 'How long has the job taken?'
5 'Two days,' the Captain replied. 'And now we're going to have a party!'

2

80 million kilometres / Earth / Mars / taken six months / new home is Ground Station Number One / arrived there in 2118 / Number One is 50 years old / reached its full population.

3

a left 2 Earth b were c travelled
3 80 million kilometres d arrived 4 on Mars
e brought f have already made 5 Beth
g taught h showed i have already seen
6 farms 7 forest j have just come
k was 8 Mars l have had

4

(Students' own answers.)

Unit 5 Language Focus

1

A

1	ever	2	never	3	last week	4	ago
5	just	6	since	7	already	8	for
9	yet	10	so far				

B

1	did you start	2	began
3	have you travelled	4	have come
5	are you going to reach	6	have already crossed
7	crossed	8	have you got
9	have not got	10	have just seen
11	saw	12	are you going to do

2

A

a	b	e	y	o	n	d	e	r	i	n	e	i	g	h	b	o	u	r	d
l	e	c	r	y	u	p	a	b	o	v	e	s	a	f	a	d	g	y	u
a	z	o	x	p	c	c	v	a	b	n	n	y	w	e	x	a	c	t	n
u	e	n	r	e	t	o	i	n	s	t	e	a	d	y	u	i	p	o	i
n	y	n	a	r	s	n	d	m	f	g	y	k	l	w	a	s	t	e	v
c	l	e	b	h	i	s	a	c	t	i	o	n	e	r	t	y	u	p	e
h	u	c	i	a	r	i	t	h	o	k	l	i	f	o	r	g	e	t	r
o	i	t	o	p	o	s	r	e	m	e	m	b	e	r	o	u	d	i	s
t	r	a	w	s	i	t	a	v	i	b	r	u	d	s	p	e	n	d	e
e	v	i	n	t	e	r	n	a	t	i	o	n	a	l	i	f	o	a	n

B
1 above 2 connects 3 remember 4 neighbours

3

1	everyone	2	anything	3	something
4	anyone	5	anywhere	6	somewhere
7	everywhere	8	nothing	9	no one
10	something				

Unit 6 Lessons 1 & 2

1

A
1 Rondik is wearing a hat, a coat, a dress, gloves and boots.
2 Bakhtiar is wearing a cap, a T-shirt, jeans, socks and trainers.
3 Jwan is wearing a jacket, a sweater, a blouse, a skirt and shoes.

B
(Students' own answers.)

2

A

1	smarter than	2	looks cheaper than
3	more expensive than	4	more fashionable than

B

1	the most sensible	2	the most comfortable
3	the best	4	the worst

C
1 My black jeans are older than my grey trousers.
2 My white sweater is the most comfortable of all these winter clothes.

3

2 Man: I think it is too short.
Assistant: It's not long enough. / I'll bring a longer one.
3 Girl: I think these boots are too heavy.
Assistant: You're right. They're not light enough. Please wait I'll bring some lighter ones.
4 Woman: I think this dress is too thin.
Assistant: You're right. It's not thick enough. Please wait, I'll bring a thicker one.

4

1 How can I help you?
2 Would you like to try this one?
3 What do you think?

Unit 6 Lessons 3 & 4

1

1	smart / smartly	2	carefully / careful
3	traditional / traditionally	4	completely / complete

2

1	better than	2	more tidily than
3	more quiet than	4	more carefully than
5	better	6	happier place than

3

A

1 different	2 hot	3 safety
4 dangerous	5 traditional	6 alive

B

1 dangerous / danger	2 hot / heat
3 different / difference	4 traditions / traditional
5 safe / safety	6 alive / lives

4

A

1 as cold as	2 as well as
3 as important as	4 as nicely as

C

1 B: Well, he's the same age as Joe, but he isn't as old as Dave.
2 A: Is Joe as heavy as Sam and Dave?
B: Well, he's as heavy as Dave but he isn't as heavy as Sam.
3 A: Is Dave as tall as Joe and Sam?
B: Well, he's as tall as Sam but not as tall as Joe.
4 A: Is Sam as strong as Joe and Dave?
B: Well, he's as strong as Joe but not as strong as Dave.

5

1 than Pedro / smartly as Shillan
2 In the summer, Mark dresses more comfortably than he does in the winter. / In winter, Mark does not dress as comfortably as he does in summer.
3 Yoko feels more strongly than the others about traditional culture. / The others don't feel as strongly as Yoko about traditional culture.
4 Now, people like Pedro protect themselves more carefully than they did in the past. / In the past, people like Pedro did not protect themselves as carefully as they do now.

Unit 6 Lessons 5 & 6

1

A

1 Presenter: Shillan, you've just become a nurse, haven't you? How do you feel about your uniform?
Shillan: I'm very proud of it.
2 Presenter: Yoko, why are you wearing that kimono? It's beautiful, but it's very old-fashioned, isn't it?
Yoko: It's traditional, but please don't say it's old-fashioned!

C

'Pedro, your climate is hot all year around, isn't it?' the presenter said. 'So, I'm sure those thick gloves and heavy safety boots are very uncomfortable. Do you have to wear them?' he asked.

'Yes, and our hard hats too,' Pedro answered. Then he explained, 'Our work is dangerous. You see, in the old days, we weren't as careful as we are now – and too many people died.'

2

1 bicycle / Wheels to Go / bicycle / $370.
2 The second conversation happened at the bookshop called 'Better Read'. It was about a book that cost $19.90.
3 The third conversation happened at the sports shop called 'First Place'. It was about a pair of trainers that cost $115.

3

Suggested answers:

1 best	2 better
3 the least comfortable	4 as well made as
5 heavier than	6 less well than
7 more expensive than	8 the worst / least good

4

Suggested answer (students can have different suggestions):

First of all, there are some negative things to say about these trainers. Of the three types they **look the worst**, and our teenagers agree that they are **much less fashionable** than Heroes or Champs. They are also **not very well made**.

However, there are several positive things to say about them. They are **the most comfortable** of the three and they are **the lightest**, too.

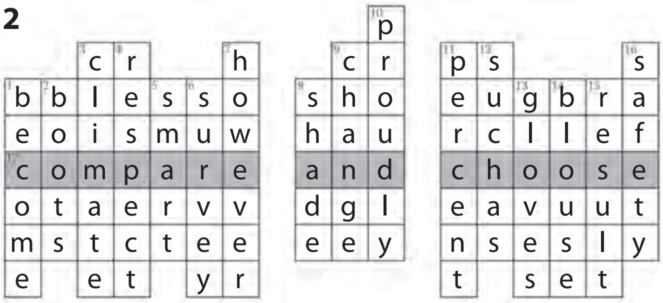
Overall, the results of our survey show that Lasers are **the best value for money** of these three types of trainers.

Unit 6 Language Focus

1

1 better than	2 as good as
3 the best	4 more fashionable than
5 not as fashionable as	6 the most fashionable
7 enough	8 too
9 aren't	10 much worse than
11 more	12 the lightest
13 the heaviest	14 the cheapest
15 the most	

2



3

A

1	danger / dangerous	2	fashion / fashionable
3	height / high	4	length / long
5	luck / lucky	6	truth / true

1 communicate / communications
2 compete / competition

3	describe / description	4	fly / flight
5	lead / leader	6	mean / meaning

B

1	fashion / fashionable	2	mean / meaning

3 communications / communicate
4 true / truth

Unit 7 Lessons 1 & 2

1

A

1	cream	2	station

B

1	being	2	cent
3	clothing	4	communications
5	system	6	coat

C

1	change	2	describe

D

1	life	2	communications
3	sale	4	live
5	complete	6	protective
7	life	8	different
9	safety		

E

1 solar system
2 satellite communications
3 description / described
4 different / difference
5 winter coat
6 sales / selling

2

1 have done / finished
2 did Amy go / wasn't / went
3 has Mark sent / has already sent
4 Have you ever been / have never had
5 have they known / became

3

2 We've lived in this town since 2007.
3 They have had their car for three years.
4 I have just finished the book.
5 Jack has never visited Silemani before.

4

1	as big as	2	smaller than
3	less strong than	4	more possible than
5	further than	6	the greatest
7	The furthest	8	more easily than
9	the nearest	10	closer than
11	the most wonderful		

5

2 The river is not wide enough for the ship.
3 The ship is too large for the river.
4 The river is too narrow for the ship.
5 The boat is small enough for the river.

Unit 7 Lessons 3 & 4

1

A

a	d	o	c	u	m	e	n	t	a	r	y	o	n	p	l	a	n	e	t	y
r	e	b	i	t	o	n	l	u	b	o	d	v	y	a	t	a	p	l	r	e
s	n	a	c	u	l	t	u	r	e	g	i	a	m	t	i	s	p	a	e	v
a	b	r	o	d	e	r	e	s	s	r	b	l	a	r	e	t	i	m	m	e
t	o	n	n	e	g	a	t	i	v	e	r	l	b	a	d	r	i	a	p	r
e	r	i	n	j	a	n	r	i	l	q	u	e	s	d	i	o	p	z	b	y
l	i	p	o	s	w	e	a	t	e	r	s	t	s	i	g	n	h	i	r	w
l	o	r	g	o	e	m	l	a	z	u	v	b	y	t	p	a	b	n	o	h
i	v	i	d	p	r	o	j	e	c	t	r	a	d	i	n	u	i	g	r	e
t	e	c	t	o	m	n	e	b	r	u	i	l	b	o	s	t	e	e	i	r
e	g	e	r	i	b	u	d	g	e	t	s	t	u	n	e	a	q	u	k	e
h	u	m	a	n	y	e	l	d	i	r	p	a	d	a	u	g	h	t	e	r
a	r	i	m	d	o	r	v	a	l	u	e	a	r	d	e	e	m	p	r	a
s	u	r	v	i	v	e	w	m	a	x	e	n	o	t	h	i	n	g	b	d

B

1	price	2	sweater	3	humans
4	survive	5	project	6	budget
7	daughters	8	everywhere	9	documentary
10	astronauts				

2

1	reached	2	has happened
3	since	4	left
5	worse than	6	arrived
7	the poorest	8	haven't eaten
9	since	10	haven't felt
11	as hungry as	12	for
13	as hard as	14	have just found
15	have not started yet	16	has not given
17	not as young as	18	strong enough
19	too heavy		
20	have they already reached		

Unit 8 Lessons 1 & 2

1

A

I often have to do the washing up, and I also always have to make my bed and tidy up my room. But I don't have to wash the car or sweep the floor.

I often have to do the washing up, too, and I also sometimes have to make dinner and do the vacuuming. But I don't have to clean the windows or take out the rubbish.

B

(Students' own answers.)

2

A

1 If Mum is very tired, I make dinner for the family.
2 I usually help Dad when he washes the car.

C

1 When Mum and Dad are very busy, we do as much as we can.
2 If I forget to make my bed, (my) Mum gets angry with me.

3

A

1 do/ will be
2 do / will make
3 don't start / won't be
4 will help / wash
5 gets / will start

C

(Sample answers: students can make their own sentences.)

1 When I get up, I will get dressed.
2 When I am dressed, I will have breakfast.
3 When I finish breakfast, I will go to school.
4 When I get home, I will tidy up my room.

D

(Students' own answers.)

Unit 8 Lessons 3 & 4

1

A

1 If I were in situation 1, I would *(students' own answers).* If I were in this situation, I would certainly not *(students' own answers).*
2 If I were in situation 2, I would *(students' own answers).* If I were in this situation, I would certainly not *(students' own answers).*

B

2 If I bought a boat, I would invite my friends to join me.
3 If they joined me, we would sail to the Pacific together.
4 If we sailed to the Pacific together, we would find the most beautiful beach in the world.
5 If we found the most beautiful beach in the world, we would have the best holiday in the world.
6 But I haven't got a million dollars, so I can't buy a big boat, I can't invite my friends, we can't sail to the Pacific together, we can't find the most beautiful beach in the world and we can't have the best beach holiday in the world.

2

A

1 a job 2 a test 3 a journey 4 a day
5 a competition

B

do: the cleaning; the cooking; the housework
make: a banner, a cake, dinner

C

1 made dinner
2 does the cooking
3 do all the housework
4 do the cleaning
5 got a very busy new job
6 spend a day

3

(Students' own answers.)

Unit 8 Lessons 5 & 6

1

A

'Hi Mum,' Ed said when he came through the front door. Then he and the others all said "Happy Birthday" together.

'What a lovely surprise,' Mum replied. She was really pleased.

'Let's go through to the dining room and sit down to eat,' Will said.

'Does that mean you've made dinner, too?' Mum asked.

'Well, it's Sophie who's done the cooking,' Ed explained. 'And she's also made you a birthday cake.'

'Wow!' said Mum. 'This is wonderful.'

'But the boys have been busy, too,' Sophie said. 'They've done all the cleaning and vacuuming so you don't have to think about doing housework this evening. You can just relax and enjoy yourself.'

'Thank you very, very, very much, everyone,' Mum said.

2

A had / would / spend

B
The first suggestion is this. If we built a new bridge across the river, cars could move through the city faster.

Now we come to the second suggestion. If we had a new shopping centre, all the important shops would be in one place.

Finally, here's our third suggestion. If we created a beautiful new city park, thousands of people would be able to enjoy this green space.

3

(Students' own answers.)

Unit 8 Language Focus

1

1

1 do you go 2 do 3 want
4 usually go 5 need 6 usually go

2

1 will do 2 leave 3 am
4 will get 5 can 6 I'll train

3

1 could travel 2 would you visit
3 could do 4 would probably go
5 could time travel 6 might try

2

			c	h	c	r	
d		f	o	o	o	e	t
a		a	m	w	m	s	i
m		i	e	e	m	u	d
a		l	o	v	e	l	y
g			n	e	n	t	
e				r	t	s	

		o	e	l	r	c	i
p	s	f	q	a	u	l	n
a	i	f	u	b	b	a	s
y	t	e	i	o	b	s	t
s	u	r	p	r	i	s	e
	a	e	m	a	s	r	a
	t	d	e	t	h	o	d
	i		n	o		o	
	o		t	r		m	
	n			y			

3

A
1 homework / housework 2 a job / good marks
3 a test / breakfast 4 lunch / a table
5 money / time 6 a game / a race

B
1 have breakfast / make lunch
2 won a race / won a game
3 having a test / get good marks
4 spends / time / making a table
5 spend / money / get
6 do / housework / do / homework

Unit 9 Lessons 1 & 2

1

A
1 Katie is very interested in cycling, riding and tennis. But she does not like running or swimming very much.
2 Jack and Harry love basketball, football and volleyball. However, they're not very interested in sailing or table tennis.

B
(Students' own answers.)

2

A
1 was / didn't often / goes cycling
2 played / watched it / often played

B/C
(Students' own answers.)

3

A
I'm running round the field and Joe is doing exercises. We have to practise passing the ball first, so we can't come home yet. We are going to finish training at 5.30 so we may be able to get home by 6.15.

B
Sam said that he was running round the field and that Joe was doing exercises. Sam told me that they had to practise passing the ball first so they could not come home yet. And he said that they were going to finish training at 5.30 so they might be able to get home by 6.15.

4

She told us to get back as soon as possible and she told us not to waste any time.

Yes, she asked us to get a carton of milk on our way home.

Unit 9 Lessons 3 & 4

1

A

1 Football is played all over the world today.
2 Professional football is seen on TV every week, too.
3 Amateur matches are not usually shown on sports programmes.
4 Different sorts of football were played in ancient times.
5 The modern game was not invented until the 1840s.
6 After that, the new rules were quickly accepted everywhere.

B

(Suggested answers. There may be different solutions, too.)

Egyptians / Greeks / Romans / was played / 2,000 years ago.

was invented / Cambridge, England / were quickly accepted

Basketball was played by the ancient people of Mexico 3,000 years ago. The rules were invented in the 19th Century in America.

2

A

1 different	2 modern	3 quickly
4 long before	5 top	6 professional
7 older	8 teach	

B

1 professional / amateur
2 long before / shortly after
3 older / younger
4 taught / learning
5 top / bottom
6 different / the same

3

The Games were finally stopped in 393 (by the Romans). Our modern Olympics started in 1896. As in ancient times, the Olympics are held every four years. Today, however, not the same site is used each time. These days, a different city from a different country is chosen for each new Olympics. For example, the 2012 Olympics were given to London. And before that the great 2004 Games were organised by Beijing.

In ancient times, only Greeks were accepted at the games, but today the whole world is invited to our modern Olympics. The ancient Games were watched by just a few thousand people. Now, however, the modern Olympics are seen by hundreds of millions of people, thanks to TV and modern communications.

Unit 9 Lessons 5 & 6

1

A

'Hi Carl,' Annie said. 'You look tired.'

'Yes,' Carl answered. 'We've just had our last training before the big match on Saturday.'

'Was your coach very tough?' she asked.

'Yes,' he replied. 'At the start he said we were terrible and he was right. He said we had to wake up fast.'

'And did you?' Annie wanted to know.

'Yes,' Carl told her. 'We worked really hard.'

'Did he cheer up?' Annie asked.

'Well, after a while.' Carl replied. 'Our coach suddenly said we might win.'

'Oh good,' Annie answered.

2

2 the other team was bigger and stronger than us, and that they were going to win. / if our team played very well, we might not lose the game.
3 to go out on the field again and play as hard as they could. / not to relax for a minute if they really wanted to win.
4 to pass the ball down the field if they really want to win.

3

(Students' own answers.)

Unit 9 Language Focus

1

1 the other team looked bigger than the Green Hill players, but she also thought that Green Hill were better players.
2 they were making stupid mistakes and that she had to lead the team better or they were going to lose the match.
3 they could still win the championship if they played harder and worked together as a team.
4 not to stop trying and to keep fighting until the end.

B

The magazine was started ten years ago and in those days it was produced once a year. These days it is produced three times a year by our team of two teachers and five students. Reports are written by members of all the school clubs and teams, and these are emailed to the magazine team. Someone is always chosen for the 'star interview'. The text is checked by the whole team and the pages are designed on computer by our art teacher. Finally, everything is sent for printing.

2

A

t	r	c	g	z	i	n	v	e	n	t	r	g	v	u	s	x	w	e	a
b	m	h	d	f	a	a	p	s	u	s	t	m	i	o	h	i	b	l	c
r	l	a	x	e	v	l	o	c	a	l	l	n	l	y	o	e	u	p	c
o	r	m	z	s	r	b	d	k	e	t	d	t	l	r	u	k	s	b	e
a	w	p	g	t	p	r	a	c	t	i	s	e	a	f	t	e	y	w	p
d	q	i	q	i	v	l	x	g	c	v	k	a	g	e	x	o	w	a	t
c	x	o	u	v	y	h	r	z	s	b	j	r	e	b	s	a	m	t	h
a	y	n	m	a	k	i	u	q	o	t	r	a	i	n	k	v	e	s	f
s	u	w	r	l	r	q	l	l	r	m	n	v	d	o	i	i	m	m	o
t	f	i	e	l	d	w	e	k	t	t	o	u	g	h	l	y	b	q	r
x	n	f	a	g	y	w	k	u	t	r	u	z	t	l	l	z	e	x	m
a	d	v	i	c	e	m	m	e	e	t	i	n	g	p	y	z	r	u	v

B
1 champion 2 practises 3 sort
4 invented

3

1 planet 2 to continue 3 begins

Unit 10 Lessons 1 & 2

1

A
1 nearly 2 difficult 3 finishes

B
1 quantity 2 as a result 3 however
4 complete 5 prepare 6 enormously
7 beautiful 8 produced 9 closer
10 get back

C
stay in contact

D
1 your homework 2 a look 3 an event
4 a fire 5 some money 6 running
7 school 8 a mistake 9 tennis
10 someone's life

E
1 left school 2 preparing / made
3 made / mistakes 4 finish / complete

2

A
1 turns / will go / will come
2 goes / he will go past an old castle and he will get to a busy town.
3 he turns right he will go through a field and he will arrive at a beautiful beach.

B
were / might / might / might

C
If I were Rob, I would choose to go to the lake / the town / the beach because I can go sailing there / shopping / swimming there. (Students' own choice.)

3

Rob's mum said that he could go to the lake from where he was. But he said that he was not going to the lake because it was too far. He told her that he was going to ride to the beach. When she heard that she asked him to be careful because it might be dangerous. He told her not to worry, and he added that the sea was very safe. Finally, she asked him to call again when he was on his way home.

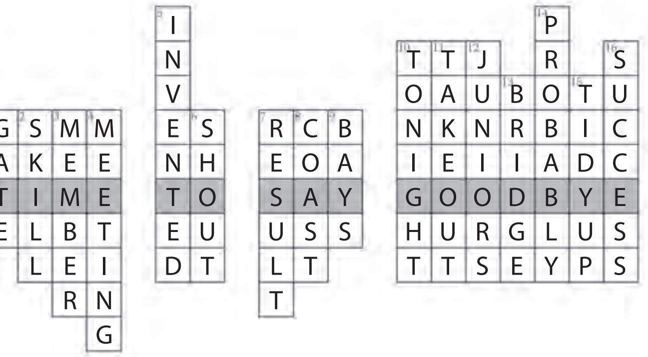
4

Over 70% of our planet is covered by the sea. Most forms of sea life are found in water that is less than 200 meters deep. However, strange fish and other life forms are sometimes caught thousands of metres down.

In 1951, the deepest place on Earth was discovered by the British ship Challenger II. Finally, the bottom of the Trench, 11,040 below sea level, was reached in 1960 by the French submarine Trieste.

Unit 10 Lessons 3 & 4

1



2

1 won't get 2 to take 3 pay
4 will you sail 5 sailed 6 would have
7 wanted 8 could pay 9 was locked
10 by 11 However 12 As a result
13 had to 14 were made 15 to sell
16 was going to 17 were taken 18 were burned
19 was found 20 had

Literary Reader: *Around the World in Eighty Days*

Episode 1

A
Fogg: Phileas – British – 40 – tall and good looking
Passepartout: Jean – French – 30 – strong and young

B
1 Acrobat 2 Firefighter

C
8:00 get up
8:25 breakfast
9:35 wash
11:30 goes to the Reform Club

D
1 read papers 2 play cards

E
Leave: 8:45 p.m. on 2nd October 1872
Return by: 8:45 p.m. on 21st December 1872
Number of days away: 80
Money for the journey: 20,000 pounds
Kind of transport: 1 ship 2 trains

F
1 London 2 San Francisco

G
A new servant arrived at Fogg's house.

H
He decided to travel around the world in eighty days.

I
He left for his trip with Passepartout.

Episode 2

Fix said **c** in Suez.
Passepartout said **g** to Fix in Suez.
Fix with Passepartout said **e** on board of the Mongolia.
Fogg said **h** to the engineer on the Mongolia.
Fogg said **f** to Passepartout in Bombay.
Passepartout said **a** in Bombay.
The priests said **d** in Bombay

Episode 3

1 Cromarty	2 conductor
3 Allahabad	4 50 miles
5 elephant	6 2,000 pounds
7 guide	8 Aouda
9 Passepartout	10 Calcutta

Episode 4

2 As they were waiting inside the strange building, Fogg realised that it was a court-room.
3 In the court-room, there was a judge and a lot of people.
4 Passepartout stood up and angrily said, 'Fifteen days!'
5 The *Rangoon* was soon leaving Calcutta for Hong Kong.
6 On the ship, Fix wanted to ask Passepartout about the woman who was travelling with them.
7 The *Rangoon* arrived at Singapore island half a day early on 30th October.

Episode 5

A
1 7 days 2 6th November 3 Europe
4 7th at 5 am / 6th in the evening 5 Shanghai

B (Suggested answers)
1 At first it was fine but then there were strong winds and rough seas.
2 They were a day late.
3 There was a problem with the ship.
4 He found out that the ship was leaving the same evening.
5 Because he did not have the arrest papers yet.
6 He immediately looked for another ship.
7 Because the *Carnatic* starts from Shanghai.

Episode 6

A
Passepartout arrived in Yokohama
Fogg, Aouda and Fix arrived in Yokohama
Passepartout found a job at a circus
Fogg and Aouda went to the theatre
Fogg, Aouda and Passepartout met at the theatre
The *General Grant* left Yokohama
Fogg worked out that he was half way across the earth
They arrived in San Francisco

B
1 Passepartout arrived in Japan with no money and only the clothes he was wearing.
2 During Passepartout's circus show, he had to stand very still while other acrobats climbed up and stood on top of him.
3 Fix wasn't able to arrest Fogg in San Francisco because America wasn't a British colony.

Episode 7

2 f 3 b 4 a 5 e 6 c
7 I 8 e 9 j 10 h 11 g 12 k

Episode 8

2 He felt well enough to drive back to the carriage, then the passengers got on the carriage, and the train moved out of the station.
3 She stayed at the station with Fix until seven in the following morning.
4 They went to Omaha, Nebraska, on an open sledge at a speed of 40 miles per hour.
5 They got to Chicago, they jumped on another train and soon they were moving towards New York.
6 When they got to New York at 11:15 p.m. on 11th December, their ship was already on its way to Liverpool, so they decided to go to the St Nicholas Hotel on Broadway.

Episode 9

1 9 days 13 hours and 45 minutes
2 New York / *Henrietta*
3 offering money to the sailors
4 ship / 12,000 pounds
5 wooden parts of the ship / the engines working
6 December
7 Queenstown / Ireland
8 a train / Dublin
9 a ship to England
10 Liverpool
11 Fix
12 looked like the robber
13 6 hours
14 6 hours and 15 minutes

Episode 10

1 c	2 f	3 b	4 e	5 a	6 d
7 l	8 k	9 I	10 g	11 j	12 h

GRAMMAR SUMMARY

UNIT 1

Lessons 1 and 2: Present continuous

دەربڕین

I	**am (not)**	**watching.**
He/She/It	**is (not)**	**watching.**
You/We/They	**are (not)**	**watching.**

پرسیار

(What)	**am**	I	**watching?**
	is	he/she/it	**watching?**
	are	you/we/they	**watching?**

کورتکراوە

I am > **I'm** — I am not > **I'm not**
she is > she**'s** — she is not > she **isn't** (or: she**'s not**)
you are > you**'re** — you are not > you **aren't** (or: you**'re not**)

رانەبردووی بەردەوام بەکاردەهێنین بۆ دەربڕینی :

- کارێك لەم ساتەدا روودەدات: *He is falling!*
- کارێك ئێستا روودەدات: *She is learning the guitar.*
- کارێکی ئامادەکراو لە داهاتوودا:

We are driving to Silemani tomorrow.

Lesson 2: Present simple

دەربڕین

I/You/We/They	**play (do not play)**	basketball.
He/She/It	**plays (does not play)**	basketball.

پرسیار

(What)	**do**	I/you/we/they	**play?**
	does	he/she/it	**play?**

کورتکراوە

do not > **don't** — does not > **doesn't**

رانەبردووی سادە بەکاردەهێنین بۆ دەربڕینی :

- کارێك کە زیاتر لە جارێك دووبارە دەبێتەوە: *I play for a club.*
- حاڵەتێك کە گۆڕانکاری بەسەردا نایەت: *I belong to a club.*
- کارێکی داهاتوو لە کاتێکی دیاریکراودا:

The flight leaves at 11.30 a.m.

هەندێك کاری حاڵەت **'stative' verbs** هەیە کە تەنها لەکاتی رانەبردووی سادە بەکاردێن.
بۆنمونە: *belong like love need want*

Lesson 3: Adverbs of frequency

ئاوەڵکارە دیارەکانیان ئەمانەن:

always usually often sometimes never

- ئەم ئاوەڵکارانە بەزۆری لەگەڵ رانەبردووی سادە بەکاردێن،بەڵام هەندێك جار لەگەڵ رابردوو و داهاتوش بەکاردێن،بۆ نمونە:

*I **often** played computer games when I was young.*

Lesson 4: Past simple

دەربڕین

I/You/We/They	**moved (did not move)**	to America.
He/She/It	**moved (did not move)**	to America.

پرسیاری

(When)	**did**	I/you/we/they	**move**	to America?
	did	he/she/it	**move**	to America?

کورتکراوە

did not > **didn't**

دەتوانین کارێك دەرببڕین کە زۆرجار روودەدات بە بەکارهێنانی
used to + **چاووگ**

- *I **used to play** computer games (a lot) when I was young.*

Used to **وەك فرمانەکانی ترە لە حاڵەتی نەرێدا**

- *I **didn't use** to play computer games (much) when I was young.*

UNIT 2

Lesson 1: Reflexive pronouns

	جێناوەكانی بكەر	جێناوەكانی بەركار	ئاوەڵناوی خاوەنداریێتی	جێناوەكانی خاوەنداریێتی	جێناوەكانی خۆیەتی
تاك	I	me	my	mine	myself
	you	you	your	yours	yourself
	he	him	his	his	himself
	she	her	her	hers	herself
	it	it	its	its	itself
كۆ	we	us	our	ours	ourselves
	you	you	your	yours	yourselves
	they	them	their	theirs	themselves

بەراورد بكە:

*He looked at his **sister**.* < بەركار

*He looked at **her**.* < جێناوی بەركار

*He looked at **himself**.* < جێناوی خۆیەتی



Lessons 2–3: Past continuous + past simple

ڕابردووی سادە: بۆ حاڵەتێك لە ڕابردوودا، نمونە لەگەڵ: *be, feel, look*

*I **was** really frightened!*

ڕابردووی سادە: لەگەڵ فرمانی "كرداری" بۆ كارێك تەواوبووبێت لە ڕابردوودا.

*John **rushed** upstairs.*

ڕابردووی سادە+ڕابردووی سادە : بۆ دەربڕینی كارێك كە تەواو بووە لەدوای كارێكی تر.

*When she **smelt** it, she **ran** back.*

↓ ↓

________________ > **كات**

ڕابردووی بەردەوام: بۆ كارێك كە لە كاتێكی دیاریكراوی ڕابردوودا بەردەوام بووە.

By 7.30, Toby was getting hungry.

By 7.30, …

↓

…Toby **was getting** hungry. ________ > **كات**

ڕابردووی بەردەوام + ڕابردووی سادە: بۆ كردارێكی ڕابردووی بەردەوام، و كردارێكی ڕابردووی تەواوی كورت.

*While she **was helping** Toby, the oil **caught** fire.*

While she **was helping** Toby, … > **كات**

↑

… the oil **caught** fire.

Lesson 4: Adjectives and adverbs of manner

یاسایی		نایاسایی	
ئاوەڵناو	**ئاوەڵكار**	**ئاوەڵناو**	**ئاوەڵكار**
desperate	desperate**ly**	good	well
quick	quick**ly**	fast	fast
real	real**ly**	hard	hard
slow	slow**ly**	late	late
sudden	sudden**ly**	long	long

هەندێك گۆڕانكاری لە ڕێنووسدا

luck**y**	luck**ily**
terri**ble**	terri**bly**

UNIT 3

Lessons 1 and 2: *a/an*, *some* and *any*, *much* and *many*

ئەم جۆرە وشانە ژمێردراون

burger orange vegetable

a/an یان ***some*** بەکاردەهێنین لەگەڵ
رستەی ئەرێدا، یان کاتێك پرسیار دەکەین و
پێشبینی وڵامی *Yes* دەکەین.

*I ate **a burger** and **an orange**.*
*Could you buy **some vegetables**?*

a/an یان ***any*** بەکاردەهێنین لەگەڵ رستەی
نەرێدا یان لەگەڵ پرسیاری ***No/Yes*** دا.

*Have you got **an orange**?*
*No, we **haven't** got **any oranges**.*

*We bought **a lot of** vegetables.*

هەمیشە ***many*** لەگەڵ رستەی نەرێ و پرسیاری
No/Yes دا بەکاردەهێنین

*Have you got **many oranges**?*
*No, we **haven't** got **many oranges**.*

ئەم جۆرە وشانە نەژمێردراون

oil rice sugar

بەردەوام ***some*** بەکاردەهێنین لەگەڵ رستەی
ئەرێدا یان کاتێك پرسیار دەکەین و پێشبینی
وڵامی *Yes* دەکەین.

*Let's cook **some rice**.*
*Would you like **some sugar**?*

بەردەوام ***any*** بەکاردەهێنین لەگەڵ رستەی نەرێدا
یان لەگەڵ پرسیاری ***No/Yes*** دا.

*Have you got **any oil**?*
*No, we **haven't** got **any oil**.*

- زۆربەی کات *a lot* لەگەڵ رستەی ئەرێدا بەکاردەهێنین.

*We bought **a lot of rice**.*

هەمیشە ***much*** لەگەڵ رستەی نەرێ و
پرسیاری *No/ Yes* دا بەکاردەهێنین

*Have you got **much oil**?*
*No, we **haven't** got **much oil**.*

Lesson 2: *a/an*, *some* and *the*

- *a/an, some* (یان *any*) بەکاردەهێنین کاتێك باس لە شتێکی نوێ دەکەین.

*Look! There's **an apple** on the table.* *There are **some sandwiches**, too.*

- *the* بەکاردەهێنین کاتێك باس لە شتێکی ناسراو دەکەین.

*You can have **the apple**, and I'll have **the sandwiches**.*

Lesson 3: *a/an/some*, *the* or – (zero article)

- *a/an, some* بەکاردەهێنین کاتێك باس لە شتێکی تایبەت دەکەین.
- ناو بەتەنها بەکاردەهێنین بۆ باسکردنی جۆری شتێك.

*I usually get **a burger** and **some cola**.*
*I eat **the burger** first, and then I drink **the cola**.*
*You must change your diet. **Burgers** and **cola** are bad for you!*

Lesson 4: Relative clauses with *who*, *which* and *that*

- نیمچە رستەی پەیوەندی زانیاری گرنگ و نوێ زیاد دەکات بۆ نیمچە رستەی یەکەم

نیمچەڕستەی یەکەم	زانیاری نوێ
*He looked like a lot of young **people**.*	*The **people** come to see me.*
*These groups give the 50 **nutrients**.*	*We need the **nutrients**.*

- نیمچە ڕستەکان بەیەکەوە دەبەستینەوە بە *who* (یان *that*) بۆ خەڵك ، و *which* (یان *that*) بۆ شت و ئاژەڵ.

*He looked like a lot of young people **who (that)** come to see me.*
*These groups give the 50 nutrients **which (that)** we need.*

UNIT 5

Lessons 1 and 2: Present perfect, present perfect with adverbs

دەربڕین

I/You/We/They	***have (not)***	***finished.***
He/She/It	***has (not)***	

پرسیاری

(What) ***have***	*I/you/we/they*	***finished?***
has	*he/she/it*	

کورتکراوە

*I have > **I've***	*have not > **haven't***
*she has > **she's***	*has not > **hasn't***

- رانەبردووی تەواو بەکاردێت بۆ گرێدانی شتێك کە لە رابردوودا دەستی پێکردووە بە ئێستاوە.
- بۆ دەربڕینی ئەوگرێدانە ئەم ئاوەڵکارانە بەکاردەهێنین: ***so far, (not)...yet, nearly, just, already:***

*We've **nearly** done the job.*	(At this moment, only a little more time is necessary to finish.)
*We've **just** done the job.*	(We finished a very short time before this moment.)
*How much have you done **so far**?*	(At this moment, how much of the job have you done?)

Lesson 2: Present perfect or past simple

- **رابردووی سادە:** بۆ رووداوێك یان حاڵەتێك بەکاردێت کە بەڕوونی لە رابردوودا کۆتایی پێهاتووە. هەمیشە رابردووی سادە بەکاردەهێنین لەکاتێکدا دەمانەوێت ئەو کاتە رابردووە روون بکەینەوە ئەویش بەهۆی: ***(a week) ago, last (week):***

*We **finished** the job **a month ago**.*

- **رانەبردووی تەواو:** بەکاردێت بۆ کارێکی رابردوو کە کاریگەری لەسەر ئێستا هەیە.

*I've **found** some information, so **now I'm writing** my project.*

(I am not making clear when I found the information.)

تێبینی: رانەبردووی تەواو بۆ رابردووی سادە: زۆر جار دەتوانین کاتی کردار بگۆڕین لە (رانەبردووی تەواو)ەوە بۆ (رابردووی سادە). ئەمە روودەدات کاتێك لەکاتێکی رابردووی نادیارەوە بەرەو کاتێکی دیار دەڕۆین.

*We've **just finished** the last section of the new ISS, and it **is now complete**.* (a past event that affects the present: present perfect)

*When **did** you **finish**?*

*We **finished a few minutes go**.* (a past event clearly in the past: past simple)

Lesson 3: Present perfect with *ever, never, always, several times*, etc.

- **رانەبردووی تەواو:** دەتوانرێت بەکاربێت لەگەڵ درێژی هەرکاتێك لە رابردووەوە بۆ ئێستا.

***Have** you **ever looked** up at the night sky?* (in all your life)

***Has** the night sky **always looked** the same?* (since the beginning of time)

- **رانەبردووی تەواو:** دەتوانرێت بەکاربێت لەگەڵ ئەو کارانەی روویانداوە لە ماوەی درێژی هەرکاتێك لە رابردووەوە بۆ ئێستا.

*Astronauts **have been** to the moon **several times since 1969**.*

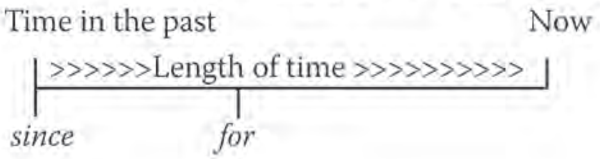
تێبینی: جیاوازییەکی گرنگ لە نێوان ***gone, been*** **دا.**

*Astronauts have **been** to the moon.* (and come back)

*Another spacecraft **has gone** to Mars.* (and is there now)

Lesson 4: Present perfect with *for* and *since*

ئەم وشانە لەگەڵ رانەبردووی تەواو بەکاردەهێنرێن بۆ یارمەتیدان لە دیاریکردنی درێژی کات لە رابردووەوە تا ئێستا



لەگەڵ *since* دەگەڕێینەوە بۆ خاڵی دەستپێکردن لە درێژی کاتەکە.

Since 1962, *we* ***have launched*** *thousands of satellites.* (in the time from 1962 up to now)

لەگەڵ *for* دەگەڕێینەوە بۆ درێژی ماوەی کاتەکە

Humans ***have lived*** *on Earth* ***for thousands of years.***

UNIT 6

Lesson 1: Comparative and superlative adjectives

ناوەڕۆك	ئاوەڵناو	پلەی بەراورد	پلەی باڵا
شێوە یەك بڕگەییەکان	warm large thin heavy	warmer larger thinner heavier	the warmest the largest the thinnest heaviest
شێوە درێژەکان/ دوو بڕگەییەکان	beautiful expensive	more beautiful less expensive	the most beautiful the least expensive
شێوە نایاساییەکان	good bad	better worse	the best the worst

Lesson 2: *too ..., (not) ... enough*

- ئەم شێوانە بەکاردەهێنین لەگەڵ ئاوەڵناو و ئاوەڵکار بۆ بەراوردکردنی هەندێك شت لەگەڵ شتێك یان پێداویستیەکی ئاسایی.

It is size 8 and she is size 10. It is ***too small*** *for her.*

It is size 8 and she is size 10. It is ***not big enough*** *for her.*

It is size 10 and she is size 10. It is ***big enough*** *for her.*

Lesson 3: Comparative adverbs of manner

- زۆربەی ئاوەڵکارەکانی چۆنیەتی **(adverbs of manner)** پلەی بەراورد دروست دەکەن بەهەمان شێوەی ئاوەڵناوە درێژەکان.
(هەمان کاریش دەکەن لەگەڵ پلەی باڵا،بەڵام ئەوشێوازانە شتێکی نامۆن)

In the summer, we can dress much ***more comfortably.***

In the old days, we did things ***less carefully.***

- ئاوەڵکارە نایاساییەکانی پلەی باڵا لە ئاوەڵناوەکان دەچن:

well – better, badly – worse, early – earlier, far – farther/further, fast – faster,
hard – harder, high – higher, late – later, long – longer

That helps us do our job ***better.***

Lesson 4: Comparison with *as ... as* and *not as ... as*

- ئەم شێوانە بەکاردەهێنین لەگەڵ ئاوەڵناوەکان و ئاوەڵکارەکان بۆ بەراوردکردنی شت و کردار.

In the old days, we were ***not as careful as*** *we are now.* (adjective)

We want to dress ***as smartly as*** *possible.* (adverb)

We protect ourselves ***as well as*** *we can.* (adverb – irregular)

UNIT 8

Lesson 1: Open conditionals

- ئەم شێوازە بەکاردەهێنین بۆ ڕێسا گشتیەکان

If / When + present simple, present simple

***If** Mum **is** very tired, I **make** dinner for the family.*

هەندێك جار ئەمە ڕوودەدات

پاشان هەمیشە ئەمە ڕوودەدات >>

***When** they **are** busy, we **do** as much as we can.*

زۆرجار ئەمە ڕوودەدات

پاشان هەمیشە ئەمە ڕوودەدات >>

- لەبیرت بێت کۆما (,) گرنگە لەگەڵ هەموو ڕستە مەرجیەکاندا.

***If** I forget, Mum gets angry.* (with a comma)

*Mum gets angry **if** I forget.* (without a comma)

Lesson 2: First conditionals

- ئەم شێوازە بەکاردەهێنین بۆ ئەو شتانەی لەوانەیە لە داهاتوودا ڕووبدەن.

If + present simple, future with will

***If** we **do** the cooking, she **will be** free to relax.*

لەوانەیە ئەمە لە داهاتوودا ڕووبدات

پاشان ئەمەش ڕوودەدات >>

- ئەم شێوازە بەکاردەهێنین بۆ پێشنیارکردنی پلانی کردارێك.

***If** you **do** the housework, I **will make** dinner.*

- شێوازی *when* هەر وەك شێوازی *if* وایە.

When + present simple, future with *will*

***When** she **gets** home, she **will start** cooking.*

ئەمە بە دڵنیاییەوە ڕوودەدات لە داهاتوودا

پاشان ئەمەش ڕوودەدات >>

Lessons 3 and 4: Second conditionals

- ئەم شێوازە بەکاردەهێنین بۆ شتە خەیاڵیەکان یاخود ئەو شتانەی لەوانە نیە ڕووبدەن.

If + past simple, would + verb

***If** everything **went** well, it **would lead** to much bigger things.*

ئەم شتە بەلامانەوە مەحاڵە یاخود شتێکە ڕوونادات

پاشان ئەمەش ڕوودەدات >>

- زۆر شێوازی ڕابردووی (modal verbs) بەکاردەهێنین.

*If you did this, you **would** be very tired all the time.* (will > would)

*If you did this, you **might** succeed.* (may > might)

*If you did this, you **could** easily fail.* (can > could)

UNIT 9

Lessons 1 and 2: Reported statements

- **بۆ وتنی لێدوانی پێشوو دەتوانین:**
- سەرەتای وتەکە بەرابردووی سادە دەست پێ بکەین لەگەڵ، بۆنموونە:

(name) *said (that) …*
told me (that) …

- کاتی کرداری وتەکە بگۆڕین بۆ رابردوو.
- پێکهاتەکانی تری وتەکە بگۆڕین بە گوێرەی پێویست، بۆ نموونە: 1st > 3rd person

*I **am** quite interested in tennis.*
*> Peri **said** (that) she **was** quite interested in tennis.*

*And I often **watch** it on TV.*
*> She also **told** me (that) she often **watched** it on TV.*

*You **are not trying** hard enough.*
> He told us (that) we were not trying hard enough.

*You **are going to** lose the championship.*
*> He told us (that) we **were going to** lose.*

- هەروەها (modal verbs) ە کانیش دەکەین بە رابردوو.

*You **have to** wake up fast.*
*> He **said** (that) we **had to** wake up fast.*

*You really **can** win.*
*> He **said** (that) we really **could** win.*

*You **may** win.*
*> He **said** (that) we **might** win.*

Lesson 2: Reported requests and orders

- **بۆ وتنی خواست و داواکاری پێشوو دەتوانین:**
- سەرەتای خواستەکە یان داواکاریەکە بەرابردووی سادە دەست پێ بکەین لەگەڵ، بۆنموونە:

(name) *asked (name) …*
wanted (name) …
told (name) …

- کاری سەرەکی بگۆڕین بۆ infinitive + *to* (ئەرێ بێت یاخود نەرێ).بۆ نموونە:

***Can you do** some exercises, please?*
*> He **asked** us **to do** some exercises.*

***Don't forget** that.*
*> He **told** us **not to forget** that.*

*Now **please run** round the field again.*
*> He **wanted** us **to run** round the field again!*

Lesson 3: Present and past simple passive

هەندێك جار لەرستەی بکەردیاردا، بەرکاری رستەکە گرنگترە لە بکەرەکە.لەم حاڵەتەدا بەرکارەکە دەکەین بە بکەری نوێ (بکەرە کۆنەکە لادەبەین)،بۆ ئەنجامدانی ئەم کارە شێوەی بکەر نادیار بەکاردەهێنین.

Active:	***~~People~~***	***place***	***teams***	*in leagues.*
Passive:	***Teams***	***are placed***	*in leagues.*	
Active:	***~~People~~***	***invented***	***football***	*in Britain.*
Passive:	***Football***	***was invented***	*in Britain.*	

Lesson 4: Passive with *by* + agent

هەندێك جار پێویستمان بەوە دەبێت شێوازی بكەرنادیار بەكاربهێنین بەڵام بكەری شێوازی بكەر دیارەكەش بپارێزین.لەم حاڵەتەدا ئامرازی *by* زیاد دەكەین.

Active: ***Club coaches*** ***train*** ***new members.***

Passive: ***New members*** ***are trained*** ***by club coaches.***

WORDLIST

UNIT 1

again and again /ə'gen ən ə'gen/ *exp* — جار لە دوای جار
ahead (of) /ə'hed (əv)/ *prep* — لە پێش
a.m. /ˌeɪ'em/ *adj* — پێش نیوەڕۆ
arrive /ə'raɪv/ *v* — دەگاتەجێ
attach /ə'tætʃ/ *v* — هاوپێچ دەکات
born (be) /bɔːn/ *adj* — لەدایك بوون
Bye (Goodbye) /baɪ (ˌgʊd'baɪ)/ *abb* — خوات لەگەڵ
can't wait /ˌkæːnt 'weɪt/ *exp* — ناتوانێت چاوەڕوان بکات
cousin /'kʌzn/ *n* — ئامۆزا
difference /'dɪfrəns/ *n* — جیاوازی
during /'djʊərɪŋ/ *prep* — لە ماوەی
engineer /ˌendʒɪ'nɪə/ *n* — ئەندازیار
gate /geɪt/ *n* — دەروازە
go ahead /ˌgəʊ ə'hed/ *v* — فەرموو
Good to meet you. /ˌgʊd tə 'miːt juː/ *exp* — خۆشحاڵم بە بینینت
grade /greɪd/ *n* — پۆل
Hi! /haɪ/ *exp* — چۆنی
interest /'ɪntrəst/ *v/n* — ئارەزوو
internet /'ɪntəˌnet/ *n* — ئینتەرنێت
leave /liːv/ *v* — بەجێ دێڵێت
let (let's) /lets/ *v* — با ئێمە...
like /laɪk/ *prep* — وەك
local time /'ləʊkl ˌtaɪm/ *phr* — کاتی ناوخۆ
meet /miːt/ *v* — چاوی پێدەکەوێت
nationality /ˌnæʃə'næləti/ *n* — نەتەوە
nearly /'nɪəli/ *adv* — نزیکەی ، خەریکە
oil /ɔɪl/ *n* — نەوت
parent /'peərənt/ *n* — دایك و باوك
penfriend /'penˌfrend/ *n* — هاوڕێی نامە
picnic /'pɪknɪk/ *n* — سەیران
plan /plæn/ *n* — پلان دادەنێت ، پلان دانان
p.m. /ˌpiː'em/ *adj* — پاش نیوەڕۆ
PS (postscript) /ˌpɪː 'es ('pəʊst ˌskrɪpt)/ *abb* — پەراوێز
reply /rɪ'plaɪ/ *v/n* — وڵام دەداتەوە، وڵام دانەوە
score /skɔː/ *v/n* — تۆماردەکات ، تۆمارکردن
skateboard /'skeɪtˌbɔːd/ *v/n* — تەختەخلیسکێنە
suggest /sə'dʒest/ *v* — پێشنیاردەکات
team /tiːm/ *n* — تیپ
travel /'trævl/ *v* — گەشت دەکات
used to /'juːst tuː/ *v* — رادێت

vacation /və'keɪʃn/ *n* — پشوو
waterfall /'wɔːtəˌfɔːl/ *n* — تاڤگە

UNIT 2

ambulance /'æmbjʊləns/ *n* — ئوتۆمبێلی فریاکەوتن
below /bɪ'ləʊ/ *prep/adv* — لەخوار
bonfire /'bɒnˌfaɪə/ *n* — ئاگرە خۆشە
careful/ly /ˌkeəfl(i)/ *adj/adv* — بە وریاییەوە
catch fire /ˌkætʃ 'faɪə/ *phr* — ئاگردەگرێت
cliff /klɪf/ *n* — کەندەڵان
crash /kræʃ/ *v/n* — دەشکێنێت ، شکان
cut /kʌt/ *v/n* — دەبڕێت، بڕین
downstairs /ˌdaʊn'steəz/ *adj/adv* — خوارەوە(لە ماڵ)
emergency services /ɪ'mɜːdʒənsi 'sɜːvɪsɪs/ *n* — خزمەتگوزاری کتوپڕ
explode /ɪk'spləʊd/ *v* — گڕدەگرێت
fire (on~) /faɪə/ *phr* — ئاگر (دەسوتێت)
fire engine /'faɪə ˌendʒɪn/ *n* — ئوتۆمبێلی ئاگر کوژێنەوە
firefighter /'faɪəˌfaɪtə/ *n* — ئاگرکوژێنەر
first aid /fɜːst 'eɪd/ *n* — فریاکەوتنی سەرەتایی
flame /fleɪm/ *n* — گڕ، کڵپە
flower /'flaʊə/ *n* — گوڵ
frightened /'fraɪtnd/ *adj* — ترساو
hero/heroes /'hɪərəʊ/'hɪərəʊz/ *n* — پاڵەوان، پاڵەوانەکان
hit /hɪt/ *v* — لێدەدات
just /dʒʌst/ *adv* (=exactly) — تەنها (کتومت)
ladder /'lædə/ *n* — پەیژە
leave/left /liːv/ /left/ *v* — بەجێ دێڵێت
nasty/ily /'nɑːsti(li)/ *adj/adv* — سەخت
pan /pæn/ *n* — تاوە
paramedic /ˌpærə'medɪk/ *n* — برینپێچی فریاگوزاری
police /pə'liːs/ *n* — پۆلیس
police car /pə'liːs ˌkɑː/ *n* — ئوتۆمبیلی پۆلیس
police officer /pə'liːs ˌɒfɪsə/ *n* — ئەفسەری پۆلیس
quad bike /'kwɒd ˌbaɪk/ *n* — جۆرێکە لە ماتۆڕ
rail /reɪl/ *n* — هێڵی شەمەندەفەر
rat /ræt/ *n* — جرج
registration number /redʒɪ'streɪʃn 'nʌmbə/ *n* — ژمارەی تۆمارکردن
rescue /'reskjuː/ *v/n* — رزگارکردن
rob /rɒb/ *v* — دزی دەکات
robber /'rɒbə/ *n* — دز
robbery /'rɒbəri/ *n* — دزی
rush /rʌʃ/ *v/n* — بە پەلە

save /seɪv/ *v* رزگار دەکات
shout /ʃaʊt/ *v* هاواردەکات
siren /ˈsaɪrən/ *n* پەری دەریا
slow/ly /sləʊ/li/ *adj/adv* لەسەرخۆ
smell/smelt /smel/smelt/ *v* بۆن دەکات
smoke /sməʊk/ *n* دوکەڵ
stair /steə/ *n* پلەی پێ پلیکانە
tie /taɪ/ *v* گرێدەدات
tour guide /ˈtʊə gaɪd/ *n* رێ نیشاندەر
towards /təˈwɔːdz/ *prep* بەرەو رووی
waterfall /ˈwɔːtəˌfɔːl/ *n* تاڤگە
worry /ˈwʌri/ *v* نیگەران دەبێت

UNIT 3

a (~ day) /ə/ *det* ئامرازی نەناسراو
amount /əˈmaʊnt/ *n* بڕ
base /beɪs/ *n* بناغە
bone /bəʊn/ *n* ئێسك
boss /bɒs/ *n* سەرۆکی کار
bottle /ˈbɒtl/ *n* بوتڵ
bread roll /ˈbred ˌrəʊl/ *n* بابۆلە، پاروو
burger /ˈbɜːgə/ *n* هەمبەرگر
calcium /ˈkælsiəm/ *n* کالیسیۆم
carbohydrate /ˌkɑːbəʊˈhaɪdreɪt/ *n* کاربۆهیدرات
can /kæn/ *n* قوتو
canned /kænd/ *adj* لە قوتونراو
carton /ˈkɑːtn/ *n* کارتۆن
cola /ˈkəʊlə/ *n* کۆلا
dairy /ˈdeəri/ *n* شیرەمەنی
diagram /ˈdaɪəˌgræm/ *n* هێڵکاری
dish /dɪʃ/ *n* دەفر، خواردن
energy /ˈenədʒi/ *n* وزە
fibre /ˈfaɪbə/ *n* ریشاڵ
ground meat /ˌgraʊnd ˈmiːt/ *n* گۆشتی قیمە
headache /ˈhedeɪk/ *n* سەرئێشە
healthy/ily /ˈhelθ/ili/ *n* تەندروست
ingredient /ɪnˈgriːdiənt/ *n* پێکهاتە
iron /ˈaɪən/ *n* ئاسن
item /ˈaɪtəm/ *n* شت ، ماددە
jar /dʒɑː/ *n* سوراحی ، دۆلکە
keep (= continue) /kiːp/ *n* بەردەوام بوون
loaf (loaves) /ləʊf/ *n* کولێرە
nutrient /ˈnjuːtriənt/ *n* خۆراك بەخش
overweight /ˈəʊvəˈweɪt/ *adj* کێشی زۆر، قەڵەو
packet /ˈpækɪt/ *n* پاکەت

pepper /ˈpepə/ *n* بیبەر
piece /piːs/ *n* پارچە ، بەش
portion /ˈpɔːʃn/ *n* بەش
pretty /ˈprɪti/ *adj/adv* جوان ، باش
product /ˈprɒdʌkt/ *n* بەرهەم
protein /ˈprəʊtiːn/ *n* پرۆتین
pyramid /ˈpɪrəmɪd/ *n* هەرەم
sauce /sɔːs/ *n* ساس
saying /ˈseɪɪŋ/ *n* وتن
section /ˈsekʃn/ *n* پارچە ، بەش
soya /sɔɪə/ *n* سۆیا (جۆرێکە لە پاقلە)
spice /spaɪs/ *n* بەهارات
stomach /ˈstʌmək/ *n* گەدە
tomato paste /təˈmɑːtəʊ peɪst/ *n* دۆشاوی تەماتە
tub /tʌb/ *n* تەشت
unhealthy/ily /ʌnˈhelθi/li/ *adj/adj* ناتەندروست
vitamin /ˈvɪtəmɪn/ *n* ڤیتامین

UNIT 5

above /əˈbʌv/ *prep* لەسەروو
action /ˈækʃn/ *n* کار، چالاکی
all over /ɔːl ˈəʊvə/ *adv/prep phr* لە هەموو لایەکەوە، هەموولایەك
amazing /əˈmeɪzɪŋ/ *adj* سەرنجراکێش
anyone /ˈeniˌwʌn/ *pron* هەرکەسێك
astronaut /ˈæstrəˌnɔːt/ *n* ئاسمانەوان
beyond /biˈjɒnd/ *prep* لەودیوو
born /bɔːn/ *adj* لەدایك بوون
close /kləʊz/ *adj* نزیك
connect /kəˈnekt/ *v* بەیەك دەگەیەنێت ، پەیوەندی دەکات
consist of /kənˈsɪst/ *v* پێکدێت لە
documentary /ˌdɒkjʊˈment(ə)ri/ *n* بەلگەنامەیی
Earth /ɜːθ/ *n* زەوی
everyone /ˈevriwʌn/ *pron* هەمووکەسێك
everywhere /ˈevriweə/ *adv* لە هەموو شوێنێك
exact(ly) /ɪgˈzæktli/ *adj/adv* کتومت
fantastic /fænˈtæstɪk/ *adj* سەرنجراکێش
forget /fəˈget/ *v* لە بیردەکات
go well /ˈgəʊ ˌwel/ *phr* بە باشی
gravity /ˈgrævəti/ *n* هێزی کێشکردن
instead /ɪnˈsted/ *adv* لە جیاتی
international /ˌɪntəˈnæʃn(ə)l/ *adj* جیهانی ، نێودەوڵەتی
human (being) /ˈhjuːmən ˈbiːɪŋ/ *n/adj* مرۆڤ
launch /lɔːntʃ/ *v/n* هەڵدان
live /laɪv/ *adj* زیندوو، چالاك
look round /ˌlʊk ˈraʊnd/ *v* چاودەگێرێت

nearly /ˈnɪəli/ *adv* نزیکەی
neighbour /ˈneɪbə/ *n* دراوسێ
net /net/ *n* تۆڕ
nothing /ˈnʌθɪŋ/ *pron* هیچ شتێك
orbit /ˈɔːbɪt/ *v/n* **(in ~)** خولگە
perhaps /pəˈhæps/ *adv* لەوانەیە
planet /ˈplænɪt/ *n* هەسارە
project /ˈprɒdʒekt/ *n* پرۆژە
remember /rɪˈmembə/ *v* لە بیریەتی
right (exactly) (~ here, ~ now) /raɪt/ *adv* دەست بەجێ
satellite /ˈsætəˌlaɪt/ *n* مانگی دەستکرد
show round /ˌʃəʊ ˈraʊnd/ *v* دەوروبەر نیشان دەدات
signal /ˈsɪgn(ə)l/ *v/n* نیشانە ، ئاماژە
so far /səʊ fɑː/ *adv* تا ئێستا
solar system /ˈsəʊlə ˌsɪstəm/ *n* کۆمەڵەی خۆر
spacecraft /ˈspeɪsˌkrɑːft/ *n* کەشتی ئاسمانی
spend /spend/ *v* خەرج دەکات
star /stɑː/ *n* ئەستێرە
think of /θɪŋk əv/ *v* بیربکەرەوە لە
universe /ˈjuːnɪˌvɜːs/ *n* گەردوون
unmanned /ʌnˌmænd/ *adj* چۆڵ
waste (~ of) /weɪst/ *v/n* بەفیڕۆدەدات
work (at ~) /wɜːk/ *phr* کاردەکات (لە)

UNIT 6

again (in addition) /əˈgen/ *adv* دووبارە(سەرەڕای ئەوەش)
become /bɪˈkʌm/ *v* دەبێت بە
blouse /blaʊz/ *n* بلوز
boots /buːts/ *n* پووت
budget /ˈbʌdʒɪt/ *n* بودجە
change /tʃeɪndʒ/ *n* **(= small money)** وردە(پارەی ووردە)
climate /ˈklaɪmət/ *n* کەش، ئاوو هەوا
clothing /ˈkləʊðɪŋ/ *n* جلو بەرگ
completely (totally) /kəmˈpliːtli/ *adv* بەتەواوی
culture /ˈkʌltʃə/ *n* کلتور، رۆشنبیری
daughter /ˈdɔːtə/ *n* کچ
degree /dɪˈgriː/ *n* **(° temperature)** پلەی گەرما
dress /dres/ *v* جل لەبەردەکات
gloves /glʌvs/ *n* دەستکێش
g /dʒiː/ *abb* **(gram weight)** گرام
Good luck! /ˌgʊd ˈlʌk/ *exp* بەهیوای سەرکەوتن
hat /hæt/ *n* کڵاو
however /haʊˈevə/ *adv* لەگەڵ ئەوەشدا
less/the least /les/ /ðə liːst/ *n* کەمتر، کەمترین
minus /ˈmaɪnəs/ *adj/prep* لە خوار، کەمتر

negative /ˈnegətɪv/ *adj* خراپ
off /ɒf/ *adj /adv* **(~ a price)** داشکاندن
old-fashioned /ˈəʊld ˈfæʃnd/ *adj* کۆنە باو
patient /ˈpeɪʃnt/ *n* نەخۆش
per cent (%) /pəˈsent/ *adj/adv* لەسەدا
price /praɪs/ *n* نرخ
protective /prəˈtektɪv/ *adj* پارێزراو
proud/ly /praʊd/li/ *adj/adv* شانازی
respect /rɪˈspekt/ *v/n* رێز دەگرێت ، رێزگرتن
result /rɪˈzʌlt/ *n* ئەنجام
safety /ˈseɪfti/ *n* سەلامەتی
sale /seɪl/ *n* فرۆشتن
sensible(ly) /ˈsensəbl/ *adj/adv* باش ، هەستیار
shade /ʃeɪd/ *n* پلەی رەنگ (کاڵ ، تۆخ)
smart(ly) /smɑːt(li)/ *adj/adv* جوان، شۆخ
spotlight /ˈspɒtˌlaɪt/ *n* تیشك خستنە سەر
stylish(ly) /ˈstaɪlɪʃ(li)/ *adj/adv* نوێ پۆش
such as /sʌtʃ æz/ *phr* وەکو
survey /ˈsɜːveɪ/ *n* رووپێوکردن
survive /səˈvaɪv/ *v* دەژیێتەوە
sweater /ˈswetə/ *n* فانیلەی ئەستووری سەرەوە
tradition /trəˈdɪʃn/ *n* نەریتی کۆمەڵایەتی
try /traɪ/ *v* جلو بەرگ تاقی دەکاتەوە
type /taɪp/ *n* شێوە، جۆر
uncomfortable /ʌnˈkʌmftəbl/ *adj* نائاسودە
value (for money) /ˈvæljuː/ *n* بەها(بۆ پارە)
well-made /ˌwel ˈmeɪd/ *adj* باش دروستکراو، پتەو

UNIT 8

as a result /æz ə rɪˈzʌlt/ *phr* لە ئەنجامدا
banner /ˈbænə/ *n* دروشم ، لافیتە
bridge /brɪdʒ/ *n* پرد
classroom /ˈklɑːsˌruːm/ *n* پۆل
come on /ˌkʌm ˈɒn/ *v* بابڕۆین ، وەرە
comment /ˈkɒment/ *v/n* ڕووندەکاتەوە ، تێبینی
community /kəˈmjuːnəti/ *n* کۆمەڵگا
damage /ˈdæmɪdʒ/ *v/n* زیانی پێ دەگەیەنێت ، زیان لێکەوتن
driver /ˈdraɪvə/ *n* شوفێر
education /ˌedjʊˈkeɪʃn/ *n* خوێندن ، پەروەردە
equipment /ɪˈkwɪpmənt/ *n* کەرستە، پێداویستی
fail /feɪl/ *v* دەکەوێت ، سەرناکەوێت
get on /ˌget ˈɒn/ *v* سەردەکەوێت (لە کارکردندا)
give back /ˌgɪv ˈbæk/ *v* دەگەڕێنێتەوە ، دانەوەی شت
housework /ˈhaʊsˌwɜːk/ *n* ئیشی ناو ماڵ
however /haʊˈevə/ *adv* لەگەڵ ئەوەشدا

instead /ɪnˈsted/ *adv* له جیاتی

in the end /ɪn ðiː end/ *phr* له کۆتاییدا

laboratory /ləˈbɒrət(ə)ri/ *n* تاقیگه

mark /mɑːk/ *n* نمره

offer /ˈɒfə/ *v/n* پێشکەش دەکات ، پێشکەشکردن

pay /peɪ/ *v/n* پارە دەدات ، کرێ

point /pɔɪnt/ *n* خاڵ

probable/ly /ˈprɒbəbl/li/ *adj/adv* لەوانەیە

relax /rɪˈlæks/ *v* پشوودان

risk /rɪsk/ *v/n* خۆدانە بەرمەترسی

rubbish /ˈrʌbɪʃ/ *n* زبڵ

science /ˈsaɪəns/ *n* زانست

singer /ˈsɪŋə/ *n* گۆرانی بێژ

situation /ˈsɪtʃuˈeɪʃn/ *n* شوێن ، هەڵوێست

spend /spend/ *v* خەرج دەکات

sports hall /ˈspɔːts ˌhɔːl/ *n* هۆڵی وەرزش

succeed /səkˈsiːd/ *v* سەردەکەوێت

success /səkˈses/ *n* دەرچوون ، سەرکەوتن

suggestion /səˈdʒɛstʃ(ə)n/ *n* پێشنیار

take out /ˌteɪk ˈaʊt/ *v* دەردەهێنێت

test /test/ *v/n* تاقیکردنەوە

think of (= have an opinion) /θɪŋk əv/ *v* بیربکەرەوە لە (رایەك بڵێ)

tidy up /ˌtaɪdi ˈʌp/ *v* رێك دەخات

tonight /təˈnaɪt/ *adv* ئەمشەو

vacuuming (do the ~) /ˈvækjʊmɪŋ/ *n* گسك لێدان بە گسکی کارەبایی

junior /ˈdʒuːniə/ *n/adj* پلە نزم

league /liːg/ *n* خول

local/ly (cf local time U1) /ˈləʊkl/li/ *adj/adv* ناوخۆ، ناوخۆیی

mad/ly /mæd/li/ *adj/adv* شەیدا

meeting /ˈmiːtɪŋ/ *n* کۆبوونەوە

member /ˈmembə/ *n* ئەندام

place /pleɪs/ *v* دایدەنێت لە شوێنێکدا

player /pleɪə/ *n* یاریزان

practise /ˈpræktɪs/ *v* جێبەجێی دەکات

riding /ˈraɪdɪŋ/ *n* سواربوون (پاسکیل ، ئەسپ)

rule /ruːl/ *n* یاسا، پەیڕەو

shout /ʃaʊt/ *v* هاوار دەکات

skill /skɪl/ *n* شارەزایی ، کارامەیی

sort /sɔːt/ *n* جۆر

star (sports / pop ~) /stɑː/ *n* ئەستێرە (وەرزش، پۆپ)

table tennis /ˈteɪbl ˌtenɪs/ *n* تێنسی سەر مێز

tough /tʌf/ *adj* توند

train /treɪn/ *v* رادەهێنێت

training /ˈtreɪnɪŋ/ *n* مەشق کردن

village /ˈvɪlɪdʒ/ *n* گوند

wake up /ˌweɪk ˈʌp/ *phr v* وریا دەبێتەوە

while /waɪl/ *n* ماوە (ماوەیەك)

UNIT 9

accept /əkˈsept/ *v* پەسند دەکات

advice /ədˈvaɪs/ *n* ئامۆژگاری

again (= as before) /əˈgen/ *adv* دووبارە(وەك پێشوو)

beginning /bɪˈgɪnɪŋ/ *n* سەرەتا

broadcast /ˈbrɔːdˌkɑːst/ *v/n* پەخش دەکات، پەخشکردن

busy/ily /ˈbɪzi/li/ *adj/adv* سەرقاڵ ، بەسەرقاڵی

champion /ˈtʃæmpiən/ *n* پاڵەوان

championship /ˈtʃæmpiənʃɪp/ *n* پاڵەوانێتی

cheer up /ˌtʃɪə ˈʌp/ *phr v* دڵخۆش دەبێت

coach (= trainer) /kəʊtʃ/ *n* راهێنەر

festival /ˈfestɪvl/ *n* فیستیڤاڵ

field /fiːld/ *n* گۆڕەپان

form /fɔːm/ *n* شێوە

half-time /ˌhɑːf ˈtaɪm/ *n* کاتی پشوو

hold (an event) /həʊld/ *v* ئەنجام دەدات

invent /ɪnˈvent/ *v* دادەهێنێت

1 UNDERSTANDING WORDS

سەرەتا

کاتێك وشەیەکی نوێ دەبینیت،دەست بەجێ پرسیار لە مامۆستاکەت یاخود سەیری فەرهەنگەکەت مەکە.زۆرجار بۆ خۆت دەتوانیت واتای وشەکە بدۆزیتەوە.بیر لەمانە بکەرەوە:

- وشە جیهانییەکان (بۆ نموونە: *pizza, hotel, computer)* *;(sandwich,*
- زانینی واتای وشەکان لە ڕێگەی دەقەکەوە (بۆ نموونە:

in 'The work was really *strenuous*, so everybody was really tired by the end of the day' the word *strenuous* must mean something like *hard*)

- دروست بوونی وشە بە هۆی پێشگر و پاشگرەوە (بۆ نموونە:

happy > *un*happy; appear > appear*ance*).

ئەمانەی خوارەوە چەند نموونەیەکن کە پێشتر بینیوتن،لە داهاتووشدا نموونەی زیاتر دەبینیت.

PREFIXES پێشگر

- ئەو پێشگرانەی واتای پێچەوانە دەگەیەنن:

پێشگر	ماناکەی	نمونە
dis-	opposite	like > dislike
im-	opposite	possible > impossible
in	opposite	complete > incomplete
un-	opposite	happy > unhappy

- ئەو پێشگرانەی چەند واتایەك دەگەیەنن:

پێشگر	ماناکەی	نمونە
inter-	between	national > international
re-	again	build > rebuild

SUFFIXES پاشگر

- پاشگر بۆ دروستکردنی خێزانە وشە:

زۆر وشە هەن شێوەی ڕێزمانی جیاوازیان هەیە بەهۆی پاشگرەکانیانەوە، بۆ نمونە:

کار	ناو (کەس)	ناو (شێوەی تر)
build	builder	building

کار	ئاوەڵناو	ئاوەڵکار
save	safe	safely

- هەندێك پاشگری دیکە:

کار	پاشگر +	ناو >
appear	-ance	appearance
inform	-(a)tion	information
teach	-er	teacher
feel	-ing	feeling

ناو / کار	پاشگر +	ئاوەڵناو >
nation	-al	national
frighten	-ed	frightened
success	-ful	successful
interest	-ing	interesting
friend	-ly	friendly
cloud	-y	cloudy

ئاوەڵناو	پاشگر +	ناو >
electric	-ian	electrician
similar	-(i)ty	similarity

ئاوەڵناو	پاشگر +	ئاوەڵکار >
quick	-ly	quickly
happy		happily
terrible		terribly

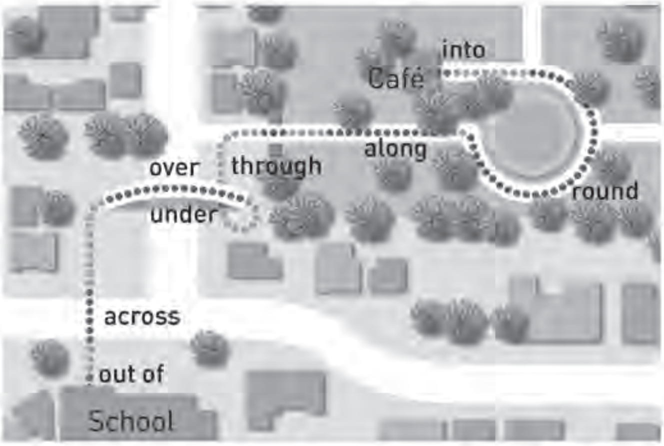
2 COLLECTING VOCABULARY

ئێستا لیستێك وشەت نووسیوە بۆ فێربوون، باشتر وایە ئەو وشانە بکەیت بە گروپ.گروپی سادەی جۆراوجۆر هەیە وەك:ڕۆژەکانی هەفتە، هەروەها دەتوانرێت گروپەکان بەیەکەوە ڕێك بخرێن بەچەند ڕێگایەکی دیکە.

- وێنە و هێلکاریەکان

دەتوانیت وێنەی گۆڤارەکان ببڕیت و هەڵیان بواسیت.دەتوانیت ئەمە بکەیت لە گەڵ جل و بەرگ و خورادەمەنیشدا.

ئامرازەکانی پەیوەندی جووڵە



- **Preposition + word/phrase**

دەتوانیت گروپەکان فێرببیت بەم شێوەیە:

*We went **by bike / by car / by bus / by plane**.*

*We arrived **at 2.00 in the afternoon on Monday.***

- **Word (noun/adjective) + preposition**

دەتوانرێت ئەم وشانە بێن بە ناو یاخود ئاوەڵناو. دەتوانیت بیانکەیت بە گرووپ بەم شێوەیە:

*I love the **sound** of music.*

*We must find an **answer** to the problem.*

*She's **angry with** you.*

*He's **frightened** of her.*

- **Two-part 'phrasal' verbs**

هەروەها دەتوانیت ئەمانەش بە گرووپ رێك بخەیت:

*Prices are **going up**.*

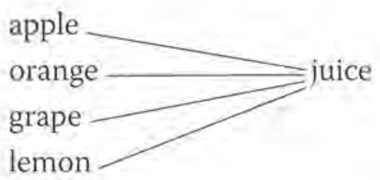
*The temperature is **going down**.*

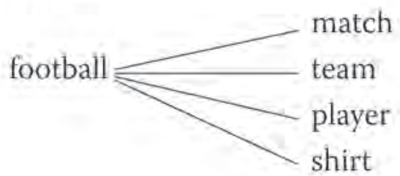
***Take out** the old CD.*

***Put in** the new one.*

- **Word pairs**

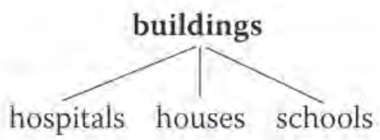
دەتوانیت ئەو جووتە وشانە کۆبکەیتەوە کە بەیەکەوە بەکاردەهێنرێن.دەتوانیت بەم شێوەیە کۆیان بکەیتەوە:

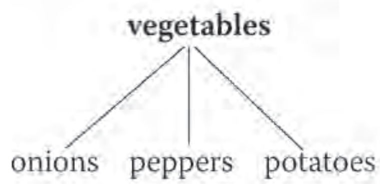




- **Superordinates or 'umbrella' words**

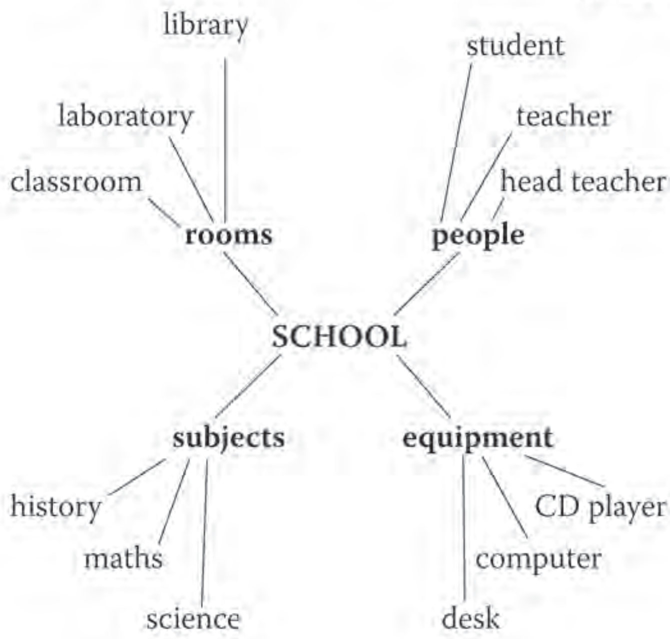
دەتوانیت کۆمەڵێك وشە لە ژێر یەك وشەدا کۆبکەیتەوە کە وەسفی هەموو گرووپەکە دەکات.





7 Networks تۆڕەکان

دەتوانیت شێوازی تۆڕەکان بەکاربهێنیت بۆ کۆکردنەوەی گروپە گەورەکانی هەمان بوار.



3 PHONETICS

لە بەشەکانی(Language Focus) ی هەر یەکەیەکدا، لە لیستی وشەکاندا چۆنیەتی خوێندنەوەی وشەکانی تێدایە بۆ نیشاندانی دەنگی راست و دروستی وشەکان.ئەمانەی خوارەوە دەنگی ئەو هێمایانەن.

Consonants نەبزوێنەکان

p	press	ʒ	measure	b	bag
h	hot	t	time	x	loch
d	card	tʃ	chair	k	can
dʒ	jam	g	dog	m	more
f	staff	n	snow	v	vote
ŋ	sing	θ	thin	w	water
ð	that	r	ring	s	sit
l	small	z	zebra	j	you
ʃ	shine				

Vowels and diphthongs بزوێن و جووتە بزوێنەکان

ɪ	bit	ɔː	caught	e	bed
uː	boot	æ	bad	ɜː	bird
ɒ	hot	eɪ	bay	ʌ	cut
aɪ	buy	ʊ	book	ɔɪ	boy
ə	about	əʊ	go	i	pretty
aʊ	now	u	annual	ʊə	cure
iː	bee	eə	hair	ɑː	father
ɪə	hear				

4 PUNCTUATION

کاتێك دەخوێنینەوە تەنها وشەکان بەس نین،بەڵکو پێویستمان بە کۆمەڵێك وشە دەبێت کە بەیەکەوە کاردەکەن.
خاڵبەندی ئەو گروپانە دروست دەکات،لەبەر ئەوە نووسینی باش پێویستی بەخاڵبەندی باش هەیە.

The punctuation marks هێماکانی خاڵبەندی

	بەکارهێنانەکان	نمونەکان
Capital letter (A, B, C, etc)	* یەکەم پیت لە رستەدا	This is your book.
	* یەکەم پیت لە ناوی شوێنەکان،نەتەوکان،رێکخراوەکان، هتد	Erbil, Kurdistan, the United Nations
	* ناونیشانی کتێب / فیلم / پرۆگرامی تەلەفزیۆنی، هتد	Star Wars
	* بۆ کورتکراوەکان	the UN, UNESCO
Full stop (.)	* لە کۆتایی رستەدا	This is your book.
	*(هەندێك جار) لە پاش کورتکراوەکان	The U.N., Mr. Roberts, 1st. Nov.
	* لە دیاریکردنی بڕی پارەدا	€2.50 (read: two Euros fifty)
	* لە کەرتە دەییەکاندا	10.12 (read: ten point one two)
	*لە ناونیشانی ئیمەیل و ماڵپەڕەکاندا	esmith.aol.org (read: esmith-dot-aol-dot-org)
Question mark (?)	*پاش پرسیاری راستەوخۆ	Did you see it?
Exclamation mark (!)	* بۆ دەربڕینی حاڵەتی سەرسوڕمان،هتد	That's fantastic!
Comma (,)	* لە نێوان شتەکانی ناو لیستێکدا	Get a pen, a pencil, a book and some paper. He got up, turned round, looked and then laughed.
	* بۆ لەتکردنی رستەیەکی درێژ (هەریەکێکیان دەبێت فرمانی سەرەکی هەبێت)	We looked all over the house, but we couldn't find it anywhere.
	*بۆ جیاکردنەوەی زانیاری زیادە لە بەشی سەرەکی رستە	Erbil, a very ancient city, is the capital of Kurdistan.
	* لە پاش یان لە پێش ناو	Azad, let's go. Let's go, Azad.
	* لەپێش کلکە پرسیاردا	He's finished, hasn't he?
Apostrophe (')	* بۆ نیشاندانی پیتی ونبوو	You'll do it, won't you?
	* بۆ نیشاندانی خاوەندارێتی **تێبینی**: لەگەڵ s ەکانی کۆتایی **تێبینی** it has/it is = it's بۆ خاوەندارێتی نیە	This is Haval's bike. James' bike, the boys' bikes It's a beautiful baby. Have you decided its name?
Colon (:)	*بۆ ناساندنی بەشێك یاخود لیستێك	Section 3: Things to bring: pan, oil, burgers, bread, etc
Semi-colon (;)	* بۆ جیاکردنەوەی دووبەشی رستەیەك – زیاتر لە بۆشایی کۆما	We arrived at 9.00; it was raining again as usual!
Hyphen (-)	*بۆ بەیەکەوە بەستنی دوو وشە	It's a well-made machine. They're in the living-room.
	* بۆ لەتکردنی وشەیەك لە کۆتایی دێڕێکدا	I've heard about the beautiful mountains in the north.
Dash (–)	* بۆ جیاکردنەوەی بەشەکانی رستە	The pen – mine, not yours – was on the sofa.
	*بە مانای(to – بۆ)	The Erbil–London flight
Quotation marks (' ')	* بۆ دیاریکردنی وتەیەك لە ناو دەقدا	'We can win!' he shouted.
	* بۆ دیاریکردن ، یاخود، وەرگرتنی وتە	to mean 'to'
Brackets ( )	* بۆ جیاکردنەوەی زانیاری زیادە لە بەشی سەرەکی رستەیەکدا	Peter Davies (1926–2003) was born in North London and went to school at ...
	* بۆ نیشاندانی سەرچاوەکان لە بابەتی پەیوەندیداردا	Work out a good diet. (For more details see Unit 3.)

5 GRAMMAR

• بەشە کانی ئاخاوتن   **Parts of speech**

لە بەشەکانی (**Language Focus**) ی هەر یەکەیەکدا لەگەڵ لسیتی وشەکاندا بەشەکانی ئاخاوتن و هەندێك زاراوەی تر دیاری کراون بۆ ئاسانکردنی شیکردنەوەی وشە نوێیەکان.ئەم کورتکراوانە بەکارهێنراون.

بەشەکانی ئاخاوتن	شێوەی تەواو	کوردی	نمونە
adj	adjective	ئاوەڵناو	easy, warm
adv	adverb	ئاوەڵکار	easily, often
conj	conjunction	ئامرازی لێکدەر	and, because
det	determiner	ئامرازی نیشاندەر	the, some
n	noun	ناو	room, information
prep	preposition	ئامرازی پەیوەندی	in, into
pron	pronoun	جێناو	him, himself
v	verb	کار– فرمان	get, get up

هەندێك زاراوەی دیکە	شێوەی تەواو	کوردی	نمونە
abb	abbreviation	کورتکراوە	p.m., PS
exp	expression	دەربڕین	Good to meet you!
phr	phrase	دەستەواژە	local time, lose control

• هەندێك زاراوەی دیکە کە لە وەسفکردنی زماندا بەکاردەهێنرێن

لە *Sunrise* دا لە بەشەکانی (**Language Focus**) ی هەر یەکەیەکدا هەندێك زاراوەی تر بەکارهێنراون؛

Tense کاتی کردار	کوردی	کاتی کردار	کوردی
present continuous	رانەبردووی بەردەوام	past simple	رابردووی سادە
present simple	رانەبردووی سادە	past continuous	رابردووی بەردەوام
present perfect	رانەبردووی تەواو		

هەندێك زاراوەی رێزمانی دیکە

active	بکەر دیار	passive	بکەر نادیار
prefix	پێشگر	suffix	پاشگر
regular	یاسایی	irregular	نا یاسایی
sentence	رستە	paragraph	پەرەگراف
singular	تاك	plural	کۆ
subject	بکەر	object	بەرکار
conditional sentence	رستەی مەرجی	relative clause	نیمچە رستەی پەیوەندی
countable noun	ناوی ژمێردراو	uncountable noun	ناوی نەژمێردراو
modal verb	کاری مۆداڵ	phrasal verb	دەستەواژەی کاری
possessive adjective	ئاوەڵناوی خاوەندارێتی	possessive pronoun	جێناوی خاوەندارێتی
subject / object pronoun	جێناوی بکەر/ بەرکار	reflexive pronoun	جێناوی خۆیەتی

6 LANGUAGE FOR COMMUNICATION

LANGUAGE FOR SPEAKING زمانی قسەکردن

1 Language for learning زمانی فێربوون

I'm sorry. I didn't hear that.
I'm sorry. I didn't understand that.
Could you spell that, please?
Could you say that again, please?
Could you play the tape again, please?
How do you say ... , please?
How do you prounce this word, please?
Excuse me, but what does ... mean, please?
Excuse me, but does ... mean ...?

2 Language for discussion زمانی گفتوگۆکردن

1 دەربڕینی ڕا لەگەڵ هۆ
I (don't) think ... because ...
My favourite is ... . That's because ...

2 ڕازی بوون
I (completely) agree.
I think so, too. / So do I.
I don't think so either. / Neither (Nor) do I.

3 ڕازی نەبوون
I'm not sure.
I partly agree with that, but ...
I'm sorry, but I disagree / don't agree.

4 دەربڕینی ڕای جیاواز
I think ...
I don't think ...

5 هاندانی کەسانی تر بۆ قسەکردن
Tell me about ...
Can I ask about ...?
What happened then?
So what did you do?

6 ئارەزوو دەربڕین
That's great.
That's really interesting.
Tell me more.

3 Language for life زمانی ژیانی ڕۆژانە

1 بەکارهێنانی تەلەفۆن
Hello. (7-double-8-3-treble-6.)
Could I speak to ...?
Wait a moment, please.
(Name), it's for you.

2 نیشاندانی ئاڕاستەکانی شەقام
Go (straight) across this road.
Go (straight) along ... Street.
Turn left/right at ...
Take the second (turning on the) left/right.
Go past ...
Keep going along ... Street
Go over the roundabout.
You'll find/see it on the left/right.
You'll see/find it opposite you.

LANGUAGE FOR WRITING: CONNECTORS

زمانی نووسین: لێکدەرەکان

1 ڕیزبەندی کردن
First, ...
First of all, ...
Secondly, ...
Thirdly, ...
Finally, ...

2 وەسفکردنی ڕووداوەکان
First, ...
At first, ...
Then ...
Next, ...
After that, ...
Finally, ...
In the end, ...

3 زیادکرن
... and ...
... , too. ... either.
... also ...

4 دەربڕینی جیاوازی
... but ...
However, ...
On the other hand, ...
Although, ...

5 دەربڕینی هۆ
Because ...
That is because ...
Since ...
As ...

6 دەربڕینی ئەنجام
... so ...
As a result, ...
Because of that, ...

7 COMMON IRREGULAR VERBS

be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spell	spelled/spelt	spelled/spelt
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

8 ALPHABETICAL WORDLIST

a (~ day)	3
above	5
accept	9
action	5
advice	9
again (in addition)	6
again and again	1
ahead	1
all over	5
amazing	5
a.m.	1
ambulance	2
amount	3
anyone	5
area	10
arrive	1
as a result	8
astronaut	5
attach	1
banner	8
bay	10
base	3
become	6
beyond	5
blouse	6
bone	3
bonfire	2
boots	6
born	1
bottle	3
bread roll	3
bridge	8
broadcast	9
budget	6
burger	3
busy/ily	4
Bye	1
cable car	10
calcium	3
can	3
canned	3
can't wait	1
carbohydrate	3
careful/ly	2
carton	3
catch fire	2
champion	9
championship	9
change (small money)	6
cheer up	9
classroom	8
cliff	2
climate	6
close	5
clothing	6
coach (trainer)	9
coast	10
cola	3
come on	8
comment	8
community	8
completely	6
connect	5
consist of	5
cousin	1
crash	2
culture	6
cut	2
dairy	3
damage	8
daughter	6
degree	6
diagram	3
difference	1
dish	3
documentary	5
downstairs	2
dress	6
driver	8
during	1
Earth	5
education	8
emergency services	2
end (in the)	8
energy	3
engineer	1
equipment	8
everyone	5
everywhere	5
exact(ly)	5
explode	2
extra	8
fail	8
fantastic	5
festival	9
fibre	3
field	9
fire engine	2
firefighter	2
first aid	2
flame	2
flower	
forget	5
form	9
frightened	2
gate	1
get on	8
give back	8
gloves	6
gm	6
go ahead	1
golden	10
Good luck!	6
Good to meet you.	1
go well	5
grade	1
gravity	5
ground meat	3
half-time	9
hat	6
headache	3
healthy/ily	3
hero	2
Hi!	1
hit	2
hold (an event)	9
housework	8
however	6
human (being)	5
ingredient	3
instead	5
international	5
in the end	8
interest	1
internet	1
invent	9
iron	3
island	10
item	3
jar	3
junior	9
keep	3
laboratory	8
ladder	2
launch	5
league	9
leave	1
less/the least	6
let	1
like	1
live	5
loaf	3
local/ly	9
local time	1
look round	5
mad/ly	9
mark	8
meet	1
meeting	9
member	9
minus	6
nasty/ily	2
nationality	1
nearly	5

negative	6
neighbour	5
net	5
nothing	5
nutrient	3
ocean	10
off (~ a price)	6
offer	8
oil	1
old-fashioned	6
once	7
orbit	5
overweight	3
packet	3
pan	2
paramedic	2
parent	1
patient	6
pay	8
penfriend	1
per cent (%)	6
perhaps	5
picnic	1
piece	3
place (something)	9
plan	4
planet	5
player	9
p.m.	1
point	8
police	2
police car	2
police officer	2
portion	3
practise	9
price	6
probable/ly	8
product	3
project	5
protective	6
protein	3
proud/ly	6
PS	1
pyramid	3
quad bike	2
quantity	3
rat	2
registration number	2
relax	8
remember	5
reply	1
rescue	2
respect	6
result	6
riding	9
right	5
risk	8
rob	2
robber	2
robbery	2
rubbish	8
rug	7
rule	9
safety	6
sale	6
satellite	5
sauce	3
save	2
saying	3
science	8
score	1
section	3
shade	6
sensible(ly)	6
shout	2
show round	5
signal	5
singer	8
siren	2
situation	8
skateboard	1
skill	9
slow/ly	2
smart/ly	6
smell/smelt	2
smoke	2
so far	5
solar system	5
sort	9
soya	3
spacecraft	5
spend	5
spice	3
sports hall	8
spotlight	6
stair	2
star	5,9
statue	7
stomach (ache)	W
stylish(ly)	6
succeed	8
success	8
such as	6
suggest	1
suggestion	8
survey	6
survive	6
sweater	6
table tennis	9
take out	8
team	1
test	8
think of	5,8
tidy up	8
tie	2
tomato paste	3
tonight	8
tough	9
tour guide	2
towards	2
tradition	6
train	9
training	9
travel	1
try	6
twice	7
type	6
uncomfortable	6
unhealthy/ily	3
universe	5
unmanned	5
used to	1
vacation	1
vacuuming	8
value	6
village	9
vitamin	3
wake up	9
waste	5
waterfall	1
well made	6
while (after a)	9
work (at ~)	5
worry	2

negative	6
neighbour	5
net	5
nothing	5
nutrient	3
ocean	10
off (~ a price)	6
offer	8
oil	1
old-fashioned	6
once	7
orbit	5
overweight	3
packet	3
pan	2
paramedic	2
parent	1
patient	6
pay	8
penfriend	1
per cent (%)	6
perhaps	5
picnic	1
piece	3
place (something)	9
plan	4
planet	5
player	9
p.m.	1
point	8
police	2
police car	2
police officer	2
portion	3
practise	9
price	6
probable/ly	8
product	3
project	5
protective	6
protein	3
proud/ly	6
PS	1
pyramid	3
quad bike	2
quantity	3
rat	2
registration number	2
relax	8
remember	5
reply	1
rescue	2
respect	6
result	6
riding	9
right	5
risk	8
rob	2
robber	2
robbery	2
rubbish	8
rug	7
rule	9
safety	6
sale	6
satellite	5
sauce	3
save	2
saying	3
science	8
score	1
section	3
shade	6
sensible(ly)	6
shout	2
show round	5
signal	5
singer	8
siren	2
situation	8
skateboard	1
skill	9
slow/ly	2
smart/ly	6
smell/smelt	2
smoke	2
so far	5
solar system	5
sort	9
soya	3
spacecraft	5
spend	5
spice	3
sports hall	8
spotlight	6
stair	2
star	5,9
statue	7
stomach (ache)	W
stylish(ly)	6
succeed	8
success	8
such as	6
suggest	1
suggestion	8
survey	6
survive	6
sweater	6
table tennis	9
take out	8
team	1
test	8
think of	5,8
tidy up	8
tie	2
tomato paste	3
tonight	8
tough	9
tour guide	2
towards	2
tradition	6
train	9
training	9
travel	1
try	6
twice	7
type	6
uncomfortable	6
unhealthy/ily	3
universe	5
unmanned	5
used to	1
vacation	1
vacuuming	8
value	6
village	9
vitamin	3
wake up	9
waste	5
waterfall	1
well made	6
while (after a)	9
work (at ~)	5
worry	2

9 WORD GROUPS AND ABBREVIATIONS

Days of the week

Monday	Mon
Tuesday	Tue
Wednesday	Wed
Thursday	Thur
Friday	Fri
Saturday	Sat
Sunday	Sun

Months of the year

January	Jan
February	Feb
March	Mar
April	Apr
May	May
June	Jun
July	Jul
August	Aug
September	Sept
October	Oct
November	Nov
December	Dec

Ordinal numbers

first	1st
second	2nd
third	3rd
fourth	4th
fifth	5th
sixth	6th
seventh	7th
eighth	8th
ninth	9th
tenth	10th
eleventh	11th
twelfth	12th
thirteenth	13th
fourteenth	14th
fifteenth	15th
sixteenth	16th
seventeenth	17th
eighteenth	18th
nineteenth	19th
twentieth	20th
twenty-first	21st
twenty-second	22nd
twenty-third	23rd ...
hundredth	100th
hundred and first	101st ...

Distance

centimetres (cm)
metres (m)
kilometres (km)

Speed

kilometres per hour (kph)
miles per hour (mph)

Maths

+ plus – minus = equals % per cent

Money

$ dollars (American)
£ pounds (British)
€ euros (European)

Latin abbreviations

a.m. (*ante meridian* = up to midday)
p.m. (*post meridian* = after midday)
e.g. (*exempli gratia* = for example)
etc. (*et cetera* = and other similar things)

Directions

north	N
east	E
south	S
west	W
north-east	NE
north-west	NW
south-east	SE
south-west	SW



10 PLACES IN *SUNRISE 10*

Country or region	Nationality	Unit
Australia /ɒˈstreɪliə/	Australian /ɒˈstreɪliən/	1
Britain /ˈbrɪtn/	British /ˈbrɪtɪʃ/	2 (Reader)
Canada /ˈkænədə/	Canadian /kəˈneɪdiən/	6
China /ˈtʃaɪnə/	Chinese /ˌtʃaɪˈniːz/	5 (Reader)
Egypt /ˈiːdʒɪpt/	Egyptian /ɪˈdʒɒpʃn/	9
England /ˈɪŋglənd/	English /ˈɪŋglɪʃ/	1 (Reader)
France /frɑːns/	French /frentʃ/	1 (Reader)
Greece /griːs/	Greek /griːk/	9
India /ˈɪndiə/	Indian /ˈɪndiən/	2 (Reader)
Italy /ˈɪtəli/	Italian /ɪˈtæljən/	2 (Reader)
Ireland /ˈaɪrlənd/	Irish /ˈaɪrɪʃ/	1
Japan /ˌdʒəˈpæn/	Japanese /ˌdʒæpəˈniːz/	5 (Reader)
Kurdistan /kɜːdɪsˈtɑːn/	Kurdish /ˈkɜːdɪʃ/	1
Mexico /ˈmeksɪkəʊ/	Mexican /ˈmeksɪkən/	9
Russia /ˈrʌʃə/	Russian /ˈrʌʃn/	5
the USA / America /θə ˈjuː es eɪ/	American /əˈmerɪkən/	1
Venezuela /ˌvenəzˈweɪlə/	Venezuelan /ˌvenəzˈweɪlən/	6

11 ABOUT THE MAIN CHARACTERS IN *AROUND THE WORLD IN EIGHTY DAYS*

(ئەم ناوانە لەسەر شێوازی یەکەم دەرکەوتنیان لە چیرۆکەکەدا ریزبەند کراون)

Phileas Fogg /fɪliəs fɒg/ پیاوێکی دەوڵەمەندی شاری (لەندەن) ە و تەمەنی نزیکەی 40 ساڵە.بۆ ساڵانێك و بەیەك شێواز ژیانی بەهێمنی بەسەردەبرد، رۆژانە هەمان شتی ئەنجام دەدا.لەگەڵ ئەوەشدا Fogg لایەنێکی سەیری هەیە: ئەو کەسێکە دەتوانێت لەناکاو بڕیار بدات و شتی گەورە ئەنجام بدات ئەویش **"گەشتێك بە دەوری جیهاندا لەماوەی تەنها 80 رۆژدا"**.

Jean Passepartout /dʒɒn ˈpæsˌpɑːtuː/ لاوێکی تەمەن 30 ساڵی خەڵکی فەرەنسایە. دڵخۆش وسادە وپاك و گەنجێکی ئازایە. کاری بێ وێنەی لەبواری تەنافبازی سێرك و ئاگرکوژێنەوەدا ئەنجامداوە بەڵام کاتی ئەوە هاتووە ژیانێکی ئارام بەسەر بەرێت وەك خزمەتکاری پیاوێکی هێمنی دانیشتووی شاری لەندەن،هەرچەندە بۆی دەردەکەوێت ژیان لەگەڵ گەورە نوێکەیدا Phileas Fogg دوور دەبێت لە هێمنی و ئارامی!

Mr Fix /ˈmɪstə fiks/ یەکێکە لەو پۆلیسە نهێنیانەی چوونە دەرەوەی شاری لەندەن بۆ دەستگیرکردنی ئەو کەسەی £ 55,000 لە بانکی ئینگلتەرا دزیوە.لە شاری سوێس بۆ یەکەمجار Fogg و Passepartout دەبینێت و وادەزانێت پیاوە دزەکەی دۆزیوەتەوە و دوای Fogg دەکەوێت لە گەشتەکەیدا بەدەوری جیهاندا . لەسەرەتای چیرۆکەکەوە تا کۆتایی لە هەوڵی ئەوەدا دەبێت کە دەستگیری بکات.

Aouda /əuːdə/ خانمێکی جوانی هیندیە. Fogg و Passepartout لە گەشتەکەیاندا بەرەو هیند بۆ یەکەمجار دەیبینن.هاوسەرەکەی شازادەیەکی دەوڵەمەندی پیربوو،کاتێ دەمرێت بە پێی داب و نەریتە کۆمەڵایەتیەکان دەبێت ئەو خانمە "بیوەژنە" بە زیندوویی لەگەڵ لاشەی مێردەکەیدا بسوتێنرێت، بەڵام Passepartout رزگاری دەکات و ئەویش دەبێتە هاوسەفەریان و لەماوەی گەشتەکەیاندا لەگەڵ Fogg هاوسۆزی دروست دەکات و دواتر هاوسەرگیری ئەنجام دەدەن.

12 ABOUT THE AUTHOR OF *AROUND THE WORLD IN EIGHTY DAYS*

Jules Verne /dʒuːl vɜːn/ (1905–1828) لە Nantes لە رۆژئاوای فەرەنسا هاتۆتە دنیاوە.لە پاریسی پایتەختی فەرەنسا خوێندنی یاسای تەواوکردووە، زۆر زوو رووی کردۆتە بواری نووسین و لە رێگەی چیرۆك و رۆمانەکانی کە باسیان لە داهێنان و دۆزینەوەکانی سەدەی نۆزدەهەم دەکرد ناوبانگی دەرکردووە. بەرهەمە بەناوبانگەکانی بریتین لە: **گەشتێك بۆ ناوجەرگەی زەوی** (1864)،**بیست هەزار زمان لە ژێر دەریادا** (**1870**)،**گەشتێك بە دەوری جیهاندا لە 80 رۆژدا** (1873).

زۆر لە رۆمانەکانی کراون بە بەرهەمی سینەمایی سەرکەوتوو و کارەکانی لە ئێستادا وەك"کلاسیك" سەیردەکرێن.زۆریش لە نووسەران رێبازی ئەمیان گرتووە و شێوەی نوێی نووسینیان لە خەیاڵی زانستی گەشە پێداوە.بۆ نمونە وەك HG Wells .